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ABSTRACT

These eight learning modules were prepared for parents participating in Brevard Community College's Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning), which was designed for low socioeconomic parents who are in need of an opportunity to explore effective parenting. First, materials for the BEST-PAL volunteer sponsors are presented, explaining how to use the learning modules most effectively. Next, the eight learning modules, written on a 6th-7th grade reading level, cover the following topics: (1) understanding why children misbehave and what to do; (2) who has the power?; (3) encouraging children; (4) communication; (5) problem solving; (6) role modeling; (7) discipline; and (8) sex education. Each module includes a list of words used in the text and sentences using the words; readings and exercises; questions to think about; and assignments to complete at home. (AYC)

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ED243563

Project BEST-PAL

(Basic Education Skills Through-Parenting Affective Learning):

Level II Modules

Brevard Community College
Cocoa, Florida

Project BEST-PAL was developed under 310 Special Demonstration and Teacher Training Project awarded by the Bureau of Adult/Community Education, Department of Education, Tallahassee, Florida

JC 840 248

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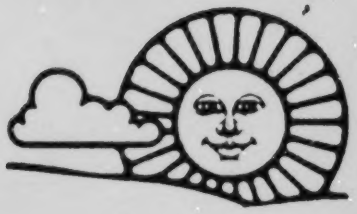
PROJECT BEST-PAL

HOW TO MAKE EFFECTIVE USE OF BEST-PAL MODULES

(LEVEL I & LEVEL II)

VOLUNTEER SPONSORS

BEST-PAL



Instructional Modes for Level I & II Modules

Note that both levels of the BEST-PAL Modules address the same topics. However, the modules do not progress along the same lines or correlate specifically as to session. They are keyed to one another according to topic.

Level I is written on a 2nd to 3rd grade reading level; Level II is written at a 6th to 7th grade reading level. The modules are also keyed by color (pink = Level I; blue = Level II). This is information for the instructor and is not necessarily shared with the participants.

The Volunteer Sponsor should consider the following information when choosing which modules to use with a given class:

1. Class composition is predominantly Readers/writers above the 6th grade level. Then, use the BLUE MODULES -Level II. How can you tell? Look at the registrations. Note how well each person followed instructions and how well he/she filled out the form. If a person needs a lot of help in understanding and completing the form, you can be alert to some reading problems and some writing problems below the 5th grade level.

   Don't call attention to such a problem, but simply assist the person in completing the form, either privately or go over it with the entire class. PRIMARILY, BE OBSERVANT!

2. HAVE TWO SETS OF MODULES OUT FOR EACH PERSON TO PREVIEW AT THE FIRST SESSION. LET EACH PERSON CHOOSE HIS/HER OWN SET OF MODULES THAT HE/SHE FEELS COMFORTABLE WITH. YOU DO NOT HAVE TO EXPLAIN ABOUT THE READING LEVELS. THIS MAY CAUSE SOME PEOPLE TO BE UNCOMFORTABLE WITH THEIR CHOICE. ALSO, YOU AS THE INSTRUCTOR, MAY DECIDE TO USE THE MODULE SET THAT YOU FEEL MOST COMFORTABLE WITH AND THAT YOU FEEL IS BEST SUITED TO THAT PARTICULAR CLASS. HOWEVER, DON'T SWITCH FROM ONE SET TO ANOTHER. STICK WITH THE SET YOU START OUT WITH THROUGHOUT THE TIME OF THIS CLASS.

3. IF YOU HAVE A LARGE CLASS OF 12 OR MORE, YOU MIGHT CONSIDER TEAM TEACHING WITH ANOTHER VOLUNTEER SPONSOR. DIVIDE THE CLASS INTO THE BLUES AND THE PINKS. ONE VOLUNTEER SPONSOR WILL THEN WORK WITH EACH GROUP IN DIFFERENT ROOMS OR AREAS.

4. ASSISTANCE WILL BE GIVEN YOU BY THE TRC IN YOUR AREA. THEY WILL BE AVAILABLE FOR YOUR FIRST CLASS SESSION. THEY CAN ALSO HELP YOU DECIDE WHICH SET OF MODULES (LEVEL I OR II) TO USE WITH YOUR CLASS.

5. PLEASE MAKE REFERRALS TO THE TRC ABOUT ANYONE INTERESTED IN FURTHERING HIS/HER EDUCATION. FLYERS ABOUT ADULT BASIC EDUCATION, HIGH SCHOOL COMPLETION, AND CONTINUING EDUCATION WILL BE PROVIDED FOR YOU TO GIVE OUT TO YOUR CLASS. THERE ARE MANY VOCATIONAL/TECHNICAL PROGRAMS FOR JOB PREPARATION AND REVIEW, AS WELL AS PROGRAMS FOR PERSONAL IMPROVEMENT AND LEISURE TIME ACTIVITIES.

THERE ARE SEVERAL PROGRAMS AT BCC WHICH OFFER FINANCIAL AID

TO FULL TIME STUDENTS. PARENTS NEED TO KNOW ABOUT THESE PROGRAMS. ALSO, PARENTS CAN TAKE ADVANTAGE OF SUCH PROGRAMS AS WENDI (FOR WOMEN IN TRANSITION), DISPLACED HOMEMAKERS, JOB TRAINING PROGRAM ACT (JTPA), AND JASP (JUVENILE ALTERNATIVE SERVICES PROGRAM FOR FAMILY MEDIATION & ARBITRATION).

LEARNING TO BE A BETTER PARENT MEANS ALSO LEARNING HOW TO HELP YOUR CHILD MAKE CAREER CHOICES. IF PARENTS ARE UNDEREDUCATED, IT IS VERY LIKELY THAT THEIR CHILDREN WILL BE HIGH SCHOOL DROP-OUTS. MANY SUCH PARENTS KEEP YOUNG CHILDREN AT HOME AND DO NOT "VALUE" SCHOOL OR EDUCATION.

A PARENT WHO DOES NOT READ OR WRITE WELL MOST PROBABLY CAN NOT HELP HIS/HER CHILD AT HOME NOR DO THEY SEE THE VALUE OF HOMEWORK. REMEMBER, CHILDREN PATTERN THEMSELVES AFTER THEIR PARENTS. IF EDUCATION IS NOT VALUED, THE CHILDREN WILL MORE THAN LIKELY ASSUME THAT SAME VALUE! WHEN CHILDREN SEE THEIR PARENTS GOING BACK TO SCHOOL, THEY ARE IMPRESSED IN A POSITIVE WAY ABOUT THEIR PARENTS AND ABOUT EDUCATION.

6. RECRUITMENT FOR BEST-PAL CLASSES
   - A. DOOR-TO-DOOR IN YOUR OWN NEIGHBORHOOD
   - B. CHURCHES/TALK WITH MINISTERS ABOUT PROMOTING CLASSES AT THE CHURCH SITE
   - C. CORNER STORES
   - D. HEALTH & REHABILITATIVE SERVICES (HRS)
   - E. FAMILY COUNSELING CENTER
   - F. MENTAL HEALTH CENTER

G. Child Care Association
H. Head Start Centers
I. Social Service Agencies
J. Any Day Care centers in your community
K. Clubs
L. THINK OF OTHER WAYS!

Make this project your daily conversation with friends, acquaintances, and family.

Have flyers handy with your name, telephone number, class location printed on each flyer.

SETTING UP THE CLASS

You now have a site and at least 6 to 10 participants.
Things to have on hand:

1. Your LEADERS GUIDE
2. Level I & II modules (get at BCC)
3. Class registration forms
4. Extra pens and pencils
5. Several note pads for tear off sheets
6. Class roll forms
7. Class evaluation forms (used at the end of the class sessions)

Turn into the TRC:

1. Your registration forms

2. CLASS ROLL (AT THE END OF THE SESSIONS)
3. EVALUATION FORMS (AT THE END OF THE SESSIONS)

ROOM ARRANGEMENTS AND CREATING A COMFORTABLE SETTING

PLACE CHAIRS IN A CIRCLE. DO NOT STAND, BUT INSTEAD JOIN IN THE GROUP AND BE A PART OF THE CIRCLE.
IF NOT USING TABLES, HAVE MAGAZINES HANDY FOR EACH PERSON TO BALANCE HIS/HER BEST-PAL MODULES.

ALERT PEOPLE WHERE RESTROOMS ARE LOCATED. ASK THAT NOBODY SMOKE DURING CLASS AND WAIT UNTIL BREAK TO DO SO. CHECK TO SEE IF ANYONE NEEDS TRANSPORTATION AND ENCOURAGE CARPOOLING. ASK IF EVERYONE IS COMFORTABLE AND SEE IF THERE ARE ANY SPECIAL NEEDS.

YOU MIGHT BRING REFRESHMENTS TO THE FIRST MEETING AND THEN ASK SOMEONE TO BE RESPONSIBLE FOR BRINGING REFRESHMENTS TO THE OTHER MEETINGS. PEOPLE ENJOY SHARING FOOD AND RECIPES. SOMETHING VERY IMPORTANT TO GOOD PARENTING IS MAKING SURE THAT CHILDREN ARE PROPERLY FED EACH DAY BEFORE GOING TO SCHOOL. YOU MIGHT WANT TO TAKE JUST A FEW MINUTES TO TALK ABOUT GOOD NUTRITION.

WHEN THE CLASS ENDS

YOU MAY FIND THAT AT THE END OF THE 6 TO 8 WEEKS OF BEST-PAL CLASSES, YOUR GROUP IS RELUCTANT TO BREAK UP AND WANTS TO CONTINUE TO MEET. THIS CAN BECOME WHAT IS KNOWN AS A SUPPORT GROUP. THERE MAY BE AN OBVIOUS LEADER IN YOUR GROUP OTHER THAN YOURSELF. LET THIS PERSON TAKE OVER AND ORGANIZE FUTURE MEETINGS OF THE GROUP.

YOU CAN BECOME A "CONSULTANT" IF YOU DO NOT HAVE TIME TO MEET WITH THE GROUP. IF YOU CONTINUE TO LEAD THE GROUP AND ARRANGE MEETINGS, THAT IS CERTAINLY YOUR CHOICE. HOWEVER, DON'T BECOME "POSSESSIVE" OF YOUR LEADERSHIP ROLE. LET OTHER LEADERS EMERGE AND BECOME A PARTNER IN YOUR SUPPORT GROUP.

IF YOU HAVE ANY PROBLEMS OR QUESTIONS, CALL YOUR TRC OR BARBARA JENKINS. THEY CAN HELP YOU WITH HELPING YOUR CLASS FUNCTION SMOOTHLY.

ATTENTION!

ATTENTION!

UNDERSTANDING WHY CHILDREN MISBEHAVE & WHAT TO DO

PROJECT BEST PAL

SESSION 1

BASIC EDUCATION SKILLS THROUGH-
PARENT AFFECTIVE LEARNING

WE WILL BE USING SOME WORDS THAT YOU HAVE HEARD MANY TIMES. SOMETIMES THESE WORDS MEAN DIFFERENT THINGS TO DIFFERENT PEOPLE.

WHAT DO THESE WORDS MEAN TO YOU?

ANNOYED
REMINDED
MISBEHAVE

RESPONSIBLE
ENCOURAGEMENT
CONSEQUENCE

HERE ARE SOME SENTENCES WITH THESE WORDS.

MOTHER WAS ANNOYED WHEN SHE CALLED JOHNNY TO DINNER MANY TIMES AND HE DIDN'T COME.

TODD HAD TO BE REMINDED AGAIN AND AGAIN TO PICK UP HIS TOYS.

WHEN ANGELA WOULD MISBEHAVE IN THE STORE, MOTHER WOULD TAKE HER OUTSIDE.

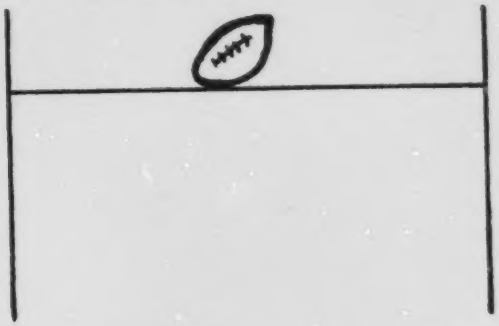
MARY WAS RESPONSIBLE WHEN SHE BROUGHT HOME HER HOMEWORK.

WHEN MICHAEL GOT ENCOURAGEMENT, HE FELT BETTER ABOUT HIMSELF.

THE CONSEQUENCE FOR NOT TAKING HIS BOOK HOME TO STUDY WAS A LOW GRADE ON THE TEST THE NEXT DAY.

GOALS

GOALS ARE THINGS THAT WE WORK FOR. THEY ARE THINGS THAT WE WANT TO HAPPEN IN THE FUTURE. SET SOME GOALS FOR YOURSELF AS A PARENT.



WHAT WOULD YOU LIKE TO SEE GET BETTER IN YOUR FAMILY?

1. CHILDREN GETTING ALONG
2. CHILDREN DOING CHORES WITHOUT BEING TOLD AGAIN AND AGAIN
3. CHILDREN NOT TELLING ON EACH OTHER
4. CHILDREN NOT FORGETTING THINGS
5. CHILDREN DOING THEIR HOMEWORK
6. CHILDREN GOING TO BED ON TIME
7. OTHER_____

_____

_____

WRITE DOWN ON THE NEXT PAGE WHAT YOU WOULD LIKE TO SEE GET BETTER IN YOUR OWN FAMILY. CHOOSE FROM THE LIST ABOVE OR WRITE DOWN YOUR OWN LIST.

YOUR GOALS AS A PARENT

1. _____
   _____
   _____

2. _____
   _____
   _____

3. _____
   _____
   _____

4. _____
   _____
   _____

5. _____
   _____
   _____

SAVE THIS SHEET AND LOOK AT IT EACH WEEK TO SEE HOW YOU ARE DOING ON YOUR GOALS. AT THE END OF THE CLASS, YOU WILL GO OVER THESE GOALS AND SEE WHAT YOU DID WITH YOUR GOALS FROM THE START TO THE FINISH. YOU MAY WANT TO KEEP WORKING ON THEM AFTER THE CLASS IS OVER.

MOST MOTHERS AND FATHERS HAVE NOT HAD ANY TRAINING FOR BECOMING PARENTS. WE DO AND SAY MANY OF THE SAME THINGS THAT OUR PARENTS DID. SOMETIMES THESE DO NOT WORK WITH CHILDREN TODAY. MANY CHANGES HAVE TAKEN SINCE WE WERE ALL CHILDREN. WE OFTEN NEED TO FIND BETTER WAYS TO PARENT OUR CHILDREN.

THE MOST COMMON REASON CHILDREN MISBEHAVE IS TO GET ATTENTION. CHILDREN ARE LOOKING FOR WAYS TO BELONG AND TO BE NOTICED. WHEN CHILDREN MISBEHAVE BECAUSE THEY WANT ATTENTION, WE USUALLY FEEL ANNOYED. THEN, WE OFTEN REMIND THEM OR TELL THEM OVER AND OVER AGAIN TO STOP MISBEHAVING. INSTEAD, WE COULD TRY SOME OF THE FOLLOWING THINGS:

1. IGNORE WHAT YOU CAN
2. GIVE ATTENTION WHEN A CHILD IS DOING WHAT YOU WANT HIM OR HER TO DO
3. STOP REMINDING AND LET THE CHILD BE RESPONSIBLE FOR WHAT HE OR SHE DOES
4. MAKE A CHART
5. USE ENCOURAGEMENT (HELP THEM FEEL GOOD ABOUT THEMSELVES AND BELIEVE IN THEMSELVES)
6. GIVE THEM A CONSEQUENCE OF THEIR BEHAVIOR.

CHOOSE ONE OF THESE SIX THINGS TO HELP YOU ON THE NEXT FEW PAGES.

JEFFERSON IS SUPPOSED TO CLEAN HIS ROOM EVERY SATURDAY MORNING. INSTEAD, HE READS COMIC BOOKS, WATCHES T.V. OR PLAYS WITH HIS TOYS. EVERY TIME HE IS REMINDED TO GET HIS ROOM CLEANED, HE DOES JUST A LITTLE BIT AND THEN STOPS.

WHAT WOULD YOU SAY TO JEFFERSON?

1. "YOU ARE SO LAZY! YOU WILL BE THE DEATH OF ME YET. NOW GET GOING!"

OR

2. "WHEN YOU FINISH CLEANING YOUR ROOM, YOU CAN WATCH T.V. OR GO ON OUTSIDE. HERE IS A CHART TO HELP YOU."

TOYS _____
CLOTHES _____
BED _____
DRESSER _____
SWEEP FLOOR _____

GIVE YOURSELF A ✓ WHEN YOU FINISH EACH CHORE.

FATHER WAS TALKING TO HIS FRIEND WHILE HIS TEENAGER WAS PLAYING MUSIC IN HIS ROOM. FATHER COULD NOT HEAR HIS FRIEND BECAUSE THE MUSIC WAS TOO LOUD. HE ASKED HIS SON TO TURN IT DOWN. HIS SON DID TURN IT DOWN FOR A FEW MINUTES, BUT THEN HE TURNED IT BACK UP AGAIN. THIS HAPPENED THREE TIMES.

WHAT WOULD YOU SAY TO YOUR TEENAGER IF THIS HAPPENED?

1. "TURN THAT THING DOWN OR I'LL BREAK IT!"

OR

2. "I CAN'T HEAR WITH THE MUSIC SO LOUD. YOU'LL NEED TO TURN IT OFF WHILE MR. JONES AND I ARE TALKING. YOU CAN TURN IT BACK ON AFTER MR. JONES LEAVES."

WILLIAM WILL NOT CUT HIS OWN MEAT. WHEN HE TRIES TO DO IT THE MEAT SLIDES OFF THE PLATE. HE SAYS IT IS BECAUSE THE KNIFE ISN'T SHARP ENOUGH OR THAT THE MEAT IS TOO TOUGH. WILLIAM IS NINE YEARS OLD.

WHAT WOULD YOU SAY TO WILLIAM?

1. "JUST GIVE ME THAT PLATE! IT'S EASIER FOR ME TO DO IT FOR YOU THAN IT IS TO LISTEN TO ALL THIS CARRYING ON!"

OR

2. "THE KNIFE IS SHARP AND THE MEAT IS NOT TOO HARD TO CUT. I'M SURE THAT YOU'LL BE ABLE TO CUT IT. KEEP TRYING, WILLIAM."

MOTHER ALWAYS HAD TO REMIND LUCINDA TO TAKE HER HOMEWORK INTO SCHOOL. SHE THINKS THAT LUCINDA WILL FORGET IF SHE ISN'T REMINDED.

WHAT WOULD YOU DO IF YOU WERE LUCINDA'S MOTHER?

1. TELL LUCINDA, "I'M NOT GOING TO REMIND YOU TO TAKE YOUR HOMEWORK TO SCHOOL ANYMORE. I THINK YOU CAN HANDLE IT BY YOURSELF." (THEN IF LUCINDA DOES FORGET HER HOMEWORK, IT WILL BE BETWEEN LUCINDA AND HER TEACHER).

OR

2. REMIND LUCINDA EVERYDAY TO TAKE HER HOMEWORK SO THAT SHE WON'T GET AN "F" FOR NOT BRINGING IT IN.

Things aren't like they used to be - including you!

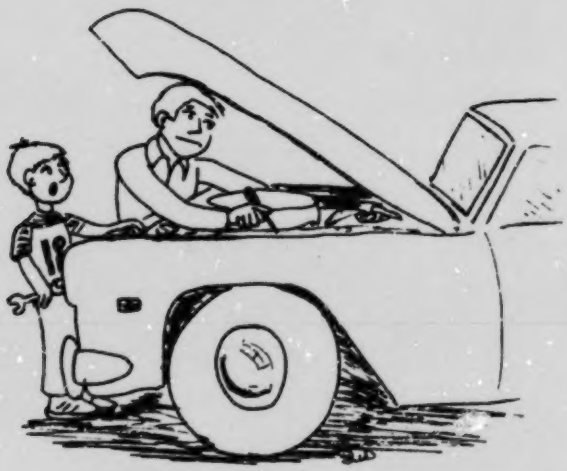
ONE DAY MOTHER SAW SAM SHARING HIS TOYS WITH HIS FRIENDS. SHE WAS REALLY PROUD OF HIM AND FELT GOOD ABOUT WHAT SHE SAW.

WHAT WOULD YOU DO IF YOU WERE SAM'S MOTHER?

1. SAY NOTHING.

OR

2. SAY, "SAM, YOU ARE SHARING YOUR TOYS WITH JOHNNY. THAT IS REALLY BEING A GOOD FRIEND!"



DAD IS TRYING TO WORK ON THE CAR WHICH HE NEEDS BY 5 PM. HE TOLD BILLY THAT HE NEEDS QUIET, BUT BILLY IS STILL ASKING DAD MANY QUESTIONS.

WHAT WOULD YOU SAY TO BILLY IF YOU WERE HIS FATHER?

1. "I REALLY NEED QUIET TO THINK ABOUT WHAT I AM DOING, BILLY. I CAN TALK WITH YOU WHEN I AM FINISHED." (THEN IGNORE BILLY IF HE KEEPS TALKING)

OR

2. "I NEED TO FINISH BY 5 PM, BUT I WILL STOP NOW AND ANSWER ALL YOUR QUESTIONS." (HE'D PROBABLY FEEL MAD, TOO)

**** QUESTIONS TO THINK ABOUT ****

WRITE DOWN THE ANSWERS IF YOU WOULD LIKE.

1. WHY DO WE NEED TO FIND BETTER WAYS TO PARENT OUR CHILDREN?_____

_____

2. WHAT IS THE MOST COMMON REASON CHILDREN MISBEHAVE?

_____

_____

3. HOW DOES A PARENT FEEL WHEN A CHILD MISBEHAVES FOR ATTENTION? _____

_____

4. WHAT DOES A PARENT USUALLY DO WHEN THIS HAPPENS?

_____

_____

5. WHAT ARE TWO BETTER THINGS TO DO WHEN A CHILD MISBEHAVES?

_____

_____

**** THINGS TO DO AT HOME ****

WRITE DOWN WHAT YOUR CHILDREN DID WHEN THEY MISBEHAVED THIS WEEK.

WRITE DOWN HOW YOU FELT.

WRITE DOWN WHAT YOU DID.

A FAMILY AFFAIR

**** THINGS TO DO AT HOME ****

HERE ARE SOME THINGS I DID THIS WEEK THAT WERE HELPFUL AS A PARENT.

1. _____

2. _____

3. _____

4. _____

5. _____

HERE IS WHAT I WOULD LIKE TO WORK ON.

1. _____

2. _____

3. _____

4. _____

5. _____

WHO HAS THE POWER?

EVERYBODY WINS!

SESSION 2

WE WILL BE USING SOME WORDS THAT YOU HAVE HEARD MANY TIMES. SOMETIMES THESE WORDS MEAN DIFFERENT THINGS TO DIFFERENT PEOPLE. WHAT DO THESE WORDS MEAN TO YOU?

CHOICES
INSTEAD
ADVANCE WARNING

HERE ARE SOME SENTENCES USING THESE WORDS:

"JOHNNY, YOU HAVE TWO CHOICES; EITHER SIT AT THE TABLE QUIETLY OR YOU CAN LEAVE THE TABLE."

"DAD DID NOT WANT TO FIGHT WITH HIS SON. INSTEAD, HE TOLD HIM THE JOB WOULD HAVE TO BE DONE BEFORE DINNER."

SUSAN HAD A HARD TIME GETTING TO BED ON TIME. HER MOTHER FOUND IT HELPFUL TO GIVE SUSAN ADVANCED WARNING SUCH AS, "SUSAN, IN TEN MINUTES IT WILL BE TIME TO GET INTO BED."

ANOTHER REASON THAT CHILDREN MISBEHAVE IS BECAUSE THEY WANT TO BE THE BOSS. THEY WANT TO PROVE THAT NOBODY CAN BOSS THEM AROUND. THIS MEANS THAT THE CHILD IS "INTO" POWER. THE PARENT OFTEN FEELS ANGRY WHEN THE CHILD DOESN'T DO WHAT THE PARENT ASKS.

HERE ARE SOME THINGS A PARENT CAN DO:

1. DON'T GET INTO A FIGHT.

JOSHUA TOLD HIS MOTHER IN A LOUD VOICE THAT HE WANTED SOME COOKIES RIGHT NOW. IT WAS TOO CLOSE TO SUPPER. MOTHER LOST HER TEMPER BECAUSE IT HAPPENED EVERY NIGHT.

INSTEAD, MOTHER COULD SAY THAT SHE WAS SORRY, BUT JOSHUA COULD HAVE NO COOKIES AT THIS TIME. IF JOSHUA KEPT YELLING, MOTHER COULD LEAVE THE ROOM, BUT STICK TO GIVING HIM NO COOKIES.

2. GIVE CHOICES.

DANNIELLE AND HER MOTHER ARGUE EVERY MORNING ABOUT WHAT DANNIELLE IS GOING TO WEAR. THEY CAN NEVER AGREE AND THEIR MORNINGS ARE VERY UNHAPPY.

INSTEAD, MOTHER COULD SAY, "DANNIELLE, YOU CAN WEAR THE RED PANTS OR THE GREY PANTS. IT IS YOUR CHOICE. YOU DECIDE."

3. GIVE ADVANCED WARNING.

KINTA AND FATHER FIGHT EVERY NIGHT ABOUT GOING TO BED. FATHER HAS BEEN TELLING KINTA THAT AT 9 PM IT WAS TIME TO GO TO BED. IT WAS HARD FOR KINTA TO STOP RIGHT IN THE MIDDLE OF HIS PLAYING AND GO TO BED.

INSTEAD, FATHER COULD TELL KINTA, "IN TEN MINUTES IT WILL BE TIME TO GO TO BED. YOU CAN START PUTTING THINGS AWAY NOW AND HAVE PLENTY OF TIME TO FINISH WHAT YOU ARE DOING."

OR

FATHER COULD SAY, "THE TIMER WILL GO OFF IN 10 MINUTES. THAT WILL MEAN IT IS TIME TO GO TO BED."

4. LET THE CHILD HAVE A SAY IN THINGS THAT HAVE TO DO WITH HIM OR HER.

MARYLOU HATED DUSTING EVERY SATURDAY. SHE WOULD PUT IT OFF AND PUT IT OFF UNTIL MOTHER ENDED UP ANGRY AND WOULD CALL MARYLOU LAZY.

INSTEAD, THE FAMILY COULD GET TOGETHER AND DISCUSS WHAT CHORES NEED TO BE DONE. MARYLOU COULD TRADE THE DUSTING WITH HER BROTHER. MARYLOU MIGHT ALSO AGREE TO DO THE DUSTING EVERY OTHER WEEK.

ON THE NEXT FEW PAGES THERE ARE EXAMPLES OF PROBLEMS WHICH MOST OF US HAVE HAD.

EACH PROBLEM HAS TWO WAYS TO SOLVE IT.

CHOOSE ONE OF THE TWO WAYS.

TOMMY ENJOYS PLAYING IN THE LEAVES AFTER THEY HAVE BEEN RAKED. FATHER ALLOWED TOMMY TO PLAY IN THE PILE FOR A LITTLE WHILE. THEN, FATHER TOLD TOMMY TO STOP, SO THAT FATHER COULD FINISH RAKING THE YARD. TOMMY STILL THREW THE LEAVES AROUND.

WHAT WOULD YOU SAY TO TOMMY IF YOU WERE HIS FATHER?

1. "YOU MAY NOT WATCH TV FOR A WHOLE WEEK JUST FOR THAT!"

OR

2. "TOMMY, YOU CAN STOP MESSING AROUND IN THE LEAVES NOW SO THAT I CAN RAKE OR YOU CAN GO ON INSIDE. IT IS YOUR CHOICE. IT IS UP TO YOU. YOU DECIDE WHAT YOU ARE GOING TO DO."

ELIZABETH LIKES PLAYING OUTSIDE. SHE WOULD NOT WANT TO STOP PLAYING AND COME INSIDE FOR DINNER. MOTHER ALWAYS ENDED UP ANGRY AND YELLING AT ELIZABETH.

WHAT WOULD YOU SAY IF YOU WERE ELIZABETH'S MOTHER?

1. "ELIZABETH, YOU HAVE 10 MORE MINUTES TO PLAY BEFORE DINNER."

OR

2. "ELIZABETH, COME IN THIS INSTANT OR THERE WILL BE LOTS OF TROUBLE FOR YOU!"

MALCOLM HATED MAKING HIS BED EVERY MORNING BEFORE SCHOOL. HE NEVER DID IT AND MOTHER WOULD GET VERY ANGRY. THEY ALWAYS WOULD FIGHT AT THE BREAKFAST TABLE ABOUT IT.

WHAT WOULD YOU SAY IF YOU WERE MALCOLM'S MOTHER?

1. "MALCOLM, YOU ARE SUCH A LAZY CHILD! IF YOU DON'T MAKE YOUR BED, I'M GOING TO SPANK YOU!"

OR

2. "MALCOLM, I'M NOT GOING TO FIGHT WITH YOU THIS MORNING. YOU MAY EAT YOUR BREAKFAST AFTER YOU MAKE YOUR BED. THEN, WE WILL HAVE A NICE, HAPPY BREAKFAST TOGETHER!"

FRANK, A TEENAGER, DID NOT LIKE TAKING OUT THE GARBAGE. HIS MOTHER WOULD FIGHT WITH HIM ABOUT IT ALL THE TIME.

WHAT WOULD YOU DO IF YOU WERE FRANK'S MOTHER?

1. SIT DOWN TOGETHER AND TALK ABOUT FAMILY CHORES. FRANK COULD TRADE HIS CHORES AND TAKE TURNS WITH A BROTHER OR SISTER OR HE COULD AGREE TO TAKE OUT THE GARBAGE AT A BETTER TIME DURING THE DAY FOR HIM.

OR

2. YOU COULD DUMP ALL THE GARBAGE IN HIS ROOM!

READ EACH SENTENCE. CHOOSE THE BEST ANSWER FROM THE TWO CHOICES GIVEN.

1. WHEN A CHILD IS "INTO" _____, HE OR SHE WANTS TO BE THE BOSS.

ATTENTION POWER

2. THE PARENT FEELS _____WHEN THE CHILD DOESN'T DO WHAT HE OR SHE IS ASKED TO DO.

ANNOYED ANGRY

3. LETTING THE CHILD KNOW BEFORE SOMETHING HAPPENS IS CALLED _____.

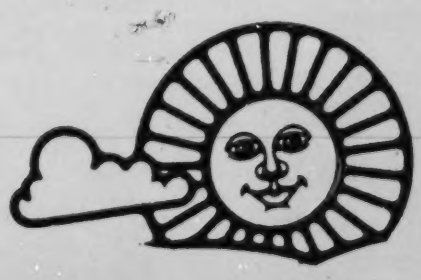
CHEATING ADVANCED WARNING

4. FIGHTING WITH A CHILD UNTIL YOU WIN IS A _____ WAY TO HANDLE YOUR CHILD.

HELPFUL POOR

5. GIVING _____TO YOUR CHILD IS A GOOD WAY TO STOP A FIGHT BETWEEN YOU AND YOUR CHILD.

MONEY CHOICES



**** THINGS TO DO AT HOME ****

WRITE DOWN A TIME WHEN YOU GOT ANGRY WITH YOUR CHILD BECAUSE OF SOMETHING HE OR SHE DID.

_____

_____

_____

_____

WHAT DID YOU DO?_____

_____

_____

COULD YOU HAVE TRIED SOMETHING ELSE? _____ IF YES, WHAT?

_____

_____

_____

TRY USING SOME OF THE METHODS YOU HAVE READ ABOUT IN THIS SESSION. WHAT HAPPENED?_____

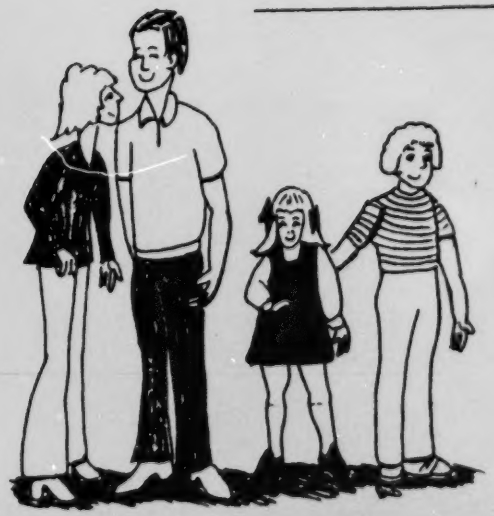
_____

_____

**** THINGS TO DO AT HOME ****

HERE ARE SOME THINGS I DID THIS WEEK THAT WERE HELPFUL AS A PARENT.

HERE IS WHAT I WOULD LIKE TO WORK ON.



HUGS FOR EVERYBODY!

ENCOURAGING CHILDREN

SESSIONS 3 & 4

BASIC EDUCATION SKILLS THROUGH-
PARENT AFFECTIVE LEARNING

HERE ARE SOME WORDS THAT YOU WILL BE USING IN THE NEXT TWO SESSIONS.

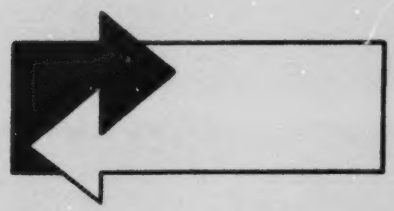
ENCOURAGEMENT
DISCOURAGE
IGNORING

HERE ARE SOME SENTENCES USING THESE WORDS.

WHEN PARENTS REMIND CHILDREN ALL THE TIME ABOUT THEIR MISTAKES, PARENTS <u>DISCOURAGE</u> CHILDREN.

WHEN YOU HELP CHILDREN FEEL GOOD ABOUT THEMSELVES BY TELLING THEM YOU BELIEVE IN THEM, YOU ARE USING <u>ENCOURAGEMENT</u>.

<u>IGNORING</u> CHILDREN WHEN THEY HAVE DONE SOMETHING IMPORTANT LETS THEM THINK THEY DO NOT MATTER TO YOU.



IALAC

I AM LOVABLE AND CAPABLE.

WE ALL LIKE TO FEEL THAT WE COUNT AND THAT WE ARE IMPORTANT. THINGS HAPPEN EVERYDAY THAT COULD MAKE US FEEL BAD ABOUT OURSELVES.

WE ALL START OFF THE DAY HOPING THAT THINGS WILL BE GOOD.

OUR IALAC (I AM LOVABLE AND CAPABLE) SIGN STARTS OFF IN ONE PIECE. THEN WE MAY MISS OUR RIDE TO WORK AND GET THERE LATE. A PIECE OF OUR IALAC SIGN GETS TORN OFF. THEN, SOMEOBDY YELLS AT US AND ANOTHER PIECE IS TORN OFF. BY THE END OF THE DAY, WE HAVE ONLY A TINY PIECE LEFT. AND, WE DON'T FEEL VERY GOOD ABOUT OURSELVES.

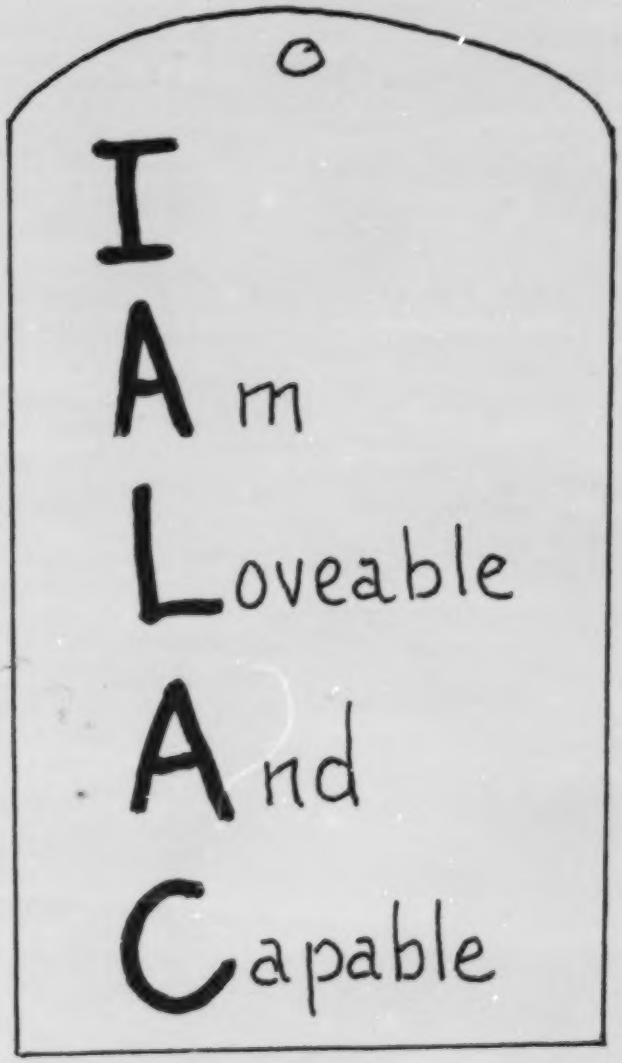
CHILDREN ALSO START OFF THE DAY WITH THEIR IALAC SIGNS IN ONE PIECE. SOMETIMES, WE ARE THE ONES WHO TEAR THEIR IALAC SIGNS. SOME WAYS WE DO THIS ARE:

YELLING AT THEM
CALLING THEM NAMES
TEASING THEM

THEN, THEY DON'T FEEL VERY GOOD ABOUT THEMSELVES. THEY FEEL DISCOURAGED.

HERE IS AN IALAC SIGN. CUT IT OUT. FOR ONE DAY TEAR OFF A LITTLE PIECE EVERY TIME THAT YOU FEEL BAD ABOUT SOMETHING. ADD A PIECE WHEN YOU FEEL GOOD ABOUT SOMETHING.

HOW BIG IS YOUR IALAC SIGN AT THE END OF YOUR DAY?



ENCOURAGEMENT HELPS CHILDREN FEEL GOOD ABOUT THEMSELVES. IT HELPS LET CHILDREN KNOW THAT YOU BELIEVE IN THEM.

PARENTS DISCOURAGE THEIR CHILDREN WHEN THEY ALWAYS NOTICE THEIR MISTAKES OR THE THINGS THAT THEIR CHILDREN DO WRONG.

PARENTS ENCOURAGE THEIR CHILDREN WHEN THEY NOTICE THEM DOING THINGS THAT PARENTS LIKE AND THEN THEY TELL THEIR CHILDREN THAT THEY LIKE WHAT THEY ARE DOING. PARENTS ALSO ENCOURAGE THEIR CHILDREN WHEN THEY NOTICE THEM TRYING TO DO THE THINGS THAT PARENTS WANT THEM TO DO AND TELL THEM SO.

CHILDREN ARE DISCOURAGED IN MANY WAYS.

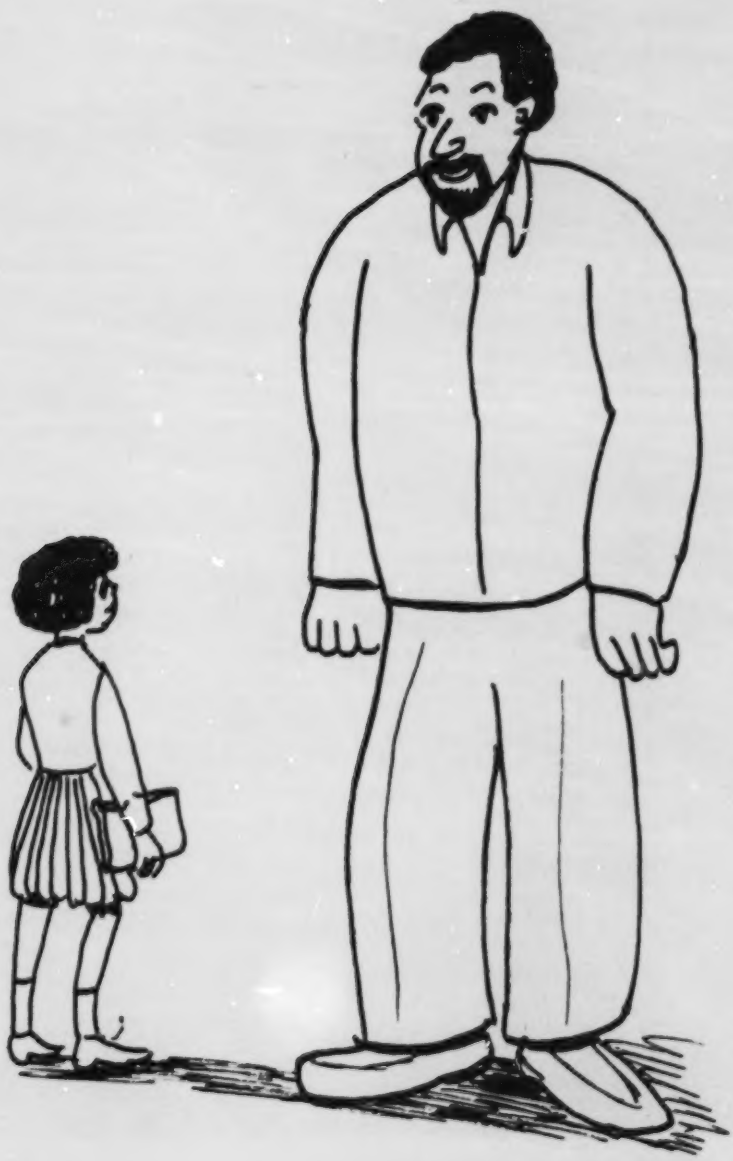
ON THE NEXT FEW PAGES, THERE WILL BE FOUR WAYS CHILDREN ARE DISCOURAGED.

1. SIZE

EVERYTHING AROUND THE CHILD IS VERY BIG AND THIS SOMETIMES MAKES THE CHILD FEEL SCARED.

SOMETIMES LOOKING UP AT AN ADULT IS SCARY.

PARENTS CAN HELP BY SITTING DOWN WHEN THEY TALK TO A YOUNG CHILD.



DISCUSS

HOW WOULD YOU FEEL IF YOU HAD TO ALWAYS LOOK UP AT OTHER PEOPLE?

CAN YOU THINK OF A TIME AS AN ADULT WHEN YOU HAD THIS FEELING? WHEN?

HOW DID YOU FEEL?

WHAT DID YOU DO?

2. ACTIONS

SOMETIMES MOTHER AND FATHER DECIDE TOO MANY THINGS FOR THEIR CHILDREN. THEY DON'T GIVE CHILDREN A CHANCE TO DO THINGS FOR THEMSELVES OR DECIDE THINGS FOR THEMSELVES.

ADULTS SOMETIMES DO CHILDREN'S WORK FOR THEM.

DISCUSS

LOOK AT THE PICTURE OF THE MOTHER AND FATHER AND CHILD ON THE LAST PAGE.

HOW WOULD YOU FEEL IF YOU GOT ALL THIS ATTENTION?

IF YOU WERE THE CHILD IN THE PICTURE, WOULD YOU BE WILLING TO TRY NEW THINGS? WHY OR WHY NOT?

WOULD YOU FEEL THAT YOUR PARENTS BELIEVED IN YOU? WHY OR WHY NOT?

AS AN ADULT, HOW DO YOU FEEL WHEN SOMEONE REMINDS YOU OVER AND OVER OF ALL THE THINGS YOU ALREADY PLAN TO DO?

COULD CHILDREN FEEL THE SAME WAY?

3. IGNORING CHILDREN

CHILDREN ARE DISCOURAGED WHEN THEY WANT TO TALK WITH THEIR MOTHER OR FATHER AND THEY ARE NOT LISTENED TO.

DISCUSS

HOW DO YOU THINK THE CHILD IN THE PICTURE FELT ON THE LAST PAGE?

HOW WOULD YOU FEEL?

CAN YOU THINK OF A TIME WHEN YOU FELT THIS WAY? WHEN?

HOW DID YOU FEEL?

WHAT DID YOU DO?

4. THINGS WE SAY

PARENTS SAY A LOT OF THINGS THAT ARE DISCOURAGING TO CHILDREN. WE DON'T MEAN TO DISCOURAGE CHILDREN. WE ARE DOING THE BEST WE CAN.

HAVE YOU EVER SAID THESE THINGS TO YOUR CHILDREN?

"IN MY DAY, KIDS DIDN'T TALK BACK!"

OR

"YOUR BROTHER'S ROOM IS MUCH NEATER THAN YOURS!"

OR

"BOY, ARE YOU A LAZY KID!"

YOU CAN GIVE ENCOURAGEMENT TO CHILDREN AT ANY TIME. YOU CAN ENCOURAGE CHILDREN WHEN THEY ARE WORKING HARD ON SOMETHING. YOU CAN TELL THEM WHAT YOU LIKE.

YOU CAN ENCOURAGE CHILDREN WHEN THEY ARE GETTING BETTER AT SOMETHING. YOU COULD SAY, "BOY, ARE YOU GETTING BETTER AT DRESSING YOURSELF IN THE MORNINGS!"

"You're such a bad boy! I can't trust you."

LANGUAGE OF ENCOURAGEMENT

HERE ARE SOME THINGS YOU CAN SAY TO ENCOURAGE CHILDREN.

"I LIKE THE WAY YOU FIGURED THAT OUT!"

"I LIKE THE WAY YOU HANDLED THAT."

"KNOWING YOU, I'M SURE THAT YOU'LL DO JUST FINE!"

"YOU'LL FIGURE THAT ONE OUT, IM SURE."

"THANKS, THAT HELPED A LOT."

"IT WAS REALLY THOUGHTFUL OF YOU TO_____."

"IT LOOKS LIKE YOU REALLY WORKED HARD ON THAT!"

"YOU'RE REALLY IMPROVING IN_____."

"LOOK AT HOW MUCH PROGRESS YOU HAVE MADE."

CHOOSE ONE SENTENCE FROM THE LIST ABOVE THAT YOU FEEL COMFORTABLE WITH AND TRY TO FIND A TIME TO SAY IT TO YOUR CHILD. EVERYDAY SAY SOMETHING ENCOURAGING TO YOUR CHILD.

ANOTHER WAY WE CAN ENCOURAGE CHILDREN IS BY TELLING THE CHILD WHAT WE SEE OR HOW WE FEEL ABOUT WHAT THEY DID. INSTEAD, WE OFTEN TELL CHILDREN THINGS BY USING ADJECTIVES. ADJECTIVES TELL ABOUT A PERSON, PLACE OR THING. THE WORDS LIKE GOOD, BAD, PRETTY, AND LAZY ARE ALL ADJECTIVES. SOMETIMES WE SAY THESE THINGS TO OUR CHILDREN. IT IS LIKE PUTTING A LABEL ON THE CHILD. IT IS NOT ALWAYS A FACT. THE CHILD MAY NOT LIKE THE LABEL EVEN IF IT IS A NICE ONE. SOMETIMES IT CAN BE DISCOURAGING.

WHEN WE TELL THE CHILD WHAT WE SEE OR HEAR OR FEEL, WE ARE SAYING FACTS. THEY TELL ABOUT WHAT THE CHILD DOES. IT DOES NOT LABEL THE CHILD. IT IS CLEAR. IT ENCOURAGES THE CHILD.

HERE IS AN EXAMPLE:

> "I FEEL HAPPY WHEN I LOOK AT YOUR PICTURE! YOU HAVE USED LOTS OF YELLOWS AND MADE A LOT OF INTERESTING SHAPES. HOW DID YOU EVER THINK OF THAT?!"

HERE IS ANOTHER EXAMPLE:

> "THANK YOU FOR TAKING CARE OF YOUR SISTER WHILE I WAS GONE. I FEEL GOOD TO KNOW THAT I CAN COUNT ON YOU!"

AFTER EACH STORY THERE ARE TWO THINGS A PARENT COULD SAY. WHICH ONE DO YOU THINK IS ENCOURAGING?

1. JOHN WORKED VERY HARD CLEANING HIS ROOM. IT WAS JUST THE WAY HIS MOTHER LIKED IT.
   A. "YOU CLEANED YOUR ROOM. WHAT A GOOD BOY YOU ARE."
   B. "I SEE YOU DID A LOT OF WORK HERE. ALL THE CLOTHES ARE PICKED UP AND THE TOYS ARE ALL PUT AWAY."

2. SANDRA CAME UP TO MOTHER AND ASKED WHAT SHE THOUGHT OF THE PICTURE SHE JUST DREW.

   A. "IT IS BEAUTIFUL."
   B. "THE COLORS YOU USED ARE THE SAME ONES IN OUR KITCHEN. I WOULD ENJOY LOOKING AT THIS PICTURE WHILE I AM WORKING IN THE KITCHEN. LET'S GO HANG IT UP!"

3. RALPH, AGED FOUR, CAME UP TO MOTHER AFTER HE DRESSED HIMSELF.

   A. "YOU PUT YOUR SHIRT AND PANTS ON ALL BY YOURSELF. YOU EVEN FIGURED OUT HOW TO BUTTON YOUR SHIRT BY YOURSELF."
   B. "YOU BUTTONED YOUR SHIRT WRONG. HERE, LET ME FIX IT."

SEE THE NEXT PAGE FOR THE ENCOURAGING ANSWERS.

1. B IS ENCOURAGING. IT TELLS WHAT MOTHER SEES. IT HELPS THE CHILD BELIEVE IN HIMSELF.

2. B IS ENCOURAGING. IT TELLS HOW MOTHER FEELS. IT ALSO TELLS WHAT MOTHER SEES. IT DOES NOT JUDGE THE CHILD'S WORK.

3. A IS ENCOURAGING. IT HELPS THE CHILD FEEL THAT HE CAN DO SOMETHING WITHOUT MOTHER'S HELP. IT HELPS HIM FEEL LIKE HE MIGHT WANT TO DO IT AGAIN AND NOT HAVE TO DEPEND ON MOTHER FOR THINGS THAT HE CAN HANDLE HIMSELF.

THINGS TO WRITE AND DISCUSS

1. HOW DOES ENCOURAGEMENT HELP CHILDREN?_____

   _____

   _____

2. HOW DO PARENTS DISCOURAGE CHILDREN?_____

   _____

   _____

   _____

3. WHEN CAN YOU ENCOURAGE YOUR CHILDREN?_____

   _____

   _____

4. WRITE AN ENCOURAGING SENTENCE.

   _____

   _____

5. GOOD, BAD, PRETTY AND LAZY ARE ALL_____.

   CHOOSE AN ANSWER FROM THESE WORDS:

   VERBS, ADJECTIVES, COLORS

**** THINGS TO DO AT HOME ****

PUT ENCOURAGING SENTENCES UP SOMEWHERE IN YOUR HOUSE.

YOU MIGHT WANT TO PUT THEM ON YOUR REFRIGERATOR.

USE THEM ON EACH CHILD ONCE A DAY.

BE A WINNER

**** THINGS TO DO AT HOME ****

HERE ARE SOME THINGS I DID THIS WEEK THAT WERE HELPFUL AS A PARENT.

_____

_____

_____

_____

_____

HERE IS WHAT I WOULD LIKE TO WORK ON THIS WEEK.

_____

_____

_____

_____

_____

SELF-ENCOURAGEMENT

WE ALSO NEED TO ENCOURAGE OURSELVES. WE NEED TO DO THINGS THAT MAKE US HAPPY. WE NEED TO MAKE TIME TO DO THE THINGS THAT WE LIKE TO DO, TOO. WHEN WE DO THESE THINGS WE ARE ENCOURAGING OURSELVES. WE FEEL BETTER AND THEN WE CAN BE BETTER PARENTS.

LIST FIVE THINGS THAT YOU LIKE TO DO. NEXT TO EACH ONE, WRITE DOWN THE LAST TIME THAT YOU DID IT.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

YOU PROBABLY NOTICED THAT YOU ARE NOT DOING THESE THINGS AS OFTEN AS YOU WOULD LIKE.

MAKE TIME THIS WEEK TO DO AT LEAST ONE OF THESE FIVE THINGS.

THIS IS YOUR CONTRACT.

THIS WEEK I WILL _____

_____

_____

_____

SIGNED_____

SOMETIMES SIGNING YOUR NAME HELPS A PERSON DO WHAT THEY SAY THAT THEY WANT TO DO.

**** THINGS TO DO AT HOME ****

HERE ARE SOME THINGS I DID THIS WEEK THAT WERE HELPFUL AS A PARENT._____

_____

_____

_____

_____

HERE IS WHAT I WOULD LIKE TO WORK ON THIS WEEK._____

_____

_____

_____

_____

_____

WHAT DID YOU SAY?

COMMUNICATION

SESSION 5

BASIC EDUCATION SKILLS THROUGH-
PARENT AFFECTIVE LEARNI

HERE ARE SOME WORDS THAT YOU WILL SEE IN THIS SESSION.

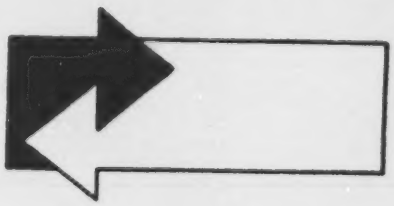
COMMUNICATION
MESSAGE
INTERRUPTING

HERE ARE SOME SENTENCES USING THESE WORDS.

WHEN YOU SAY SOMETHING TO SOMEONE AND THEY UNDERSTAND WHAT YOU ARE SAYING, GOOD COMMUNICATION IS GOING ON.

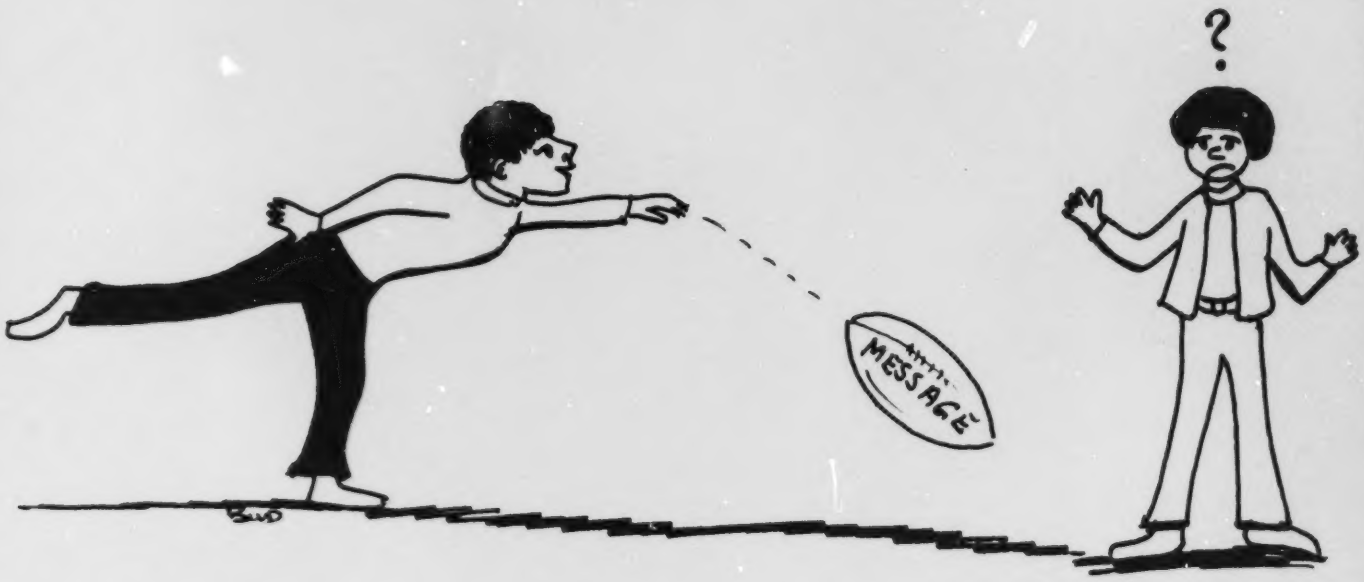
YOU CAN GIVE A MESSAGE TO SOMEONE BY SAYING SOMETHING, BY THE LOOK ON YOUR FACE AND BY MOVING YOUR BODY IN A CERTAIN WAY.

WHEN YOU TALK WHILE SOMEONE ELSE IS TALKING, YOU ARE INTERRUPTING.



WE PLAY THE COMMUNICATION GAME ALL OF THE TIME. TO PLAY YOU NEED AT LEAST TWO PLAYERS. FIRST, ONE PERSON THROWS OUT A MESSAGE BY TALKING, TELLING, SHARING IDEAS OR ACTING. THE OTHER PERSON CATCHES THE MESSAGE BY HEARING, LISTENING AND UNDERSTANDING.

SOMETIMES THE PERSON DOESN'T CATCH THE MESSAGE BECAUSE HE OR SHE WAS NOT LISTENING. SOMETIMES THE PERSON DOESN'T UNDERSTAND WHAT THE MESSAGE IS IN THE FIRST PLACE.

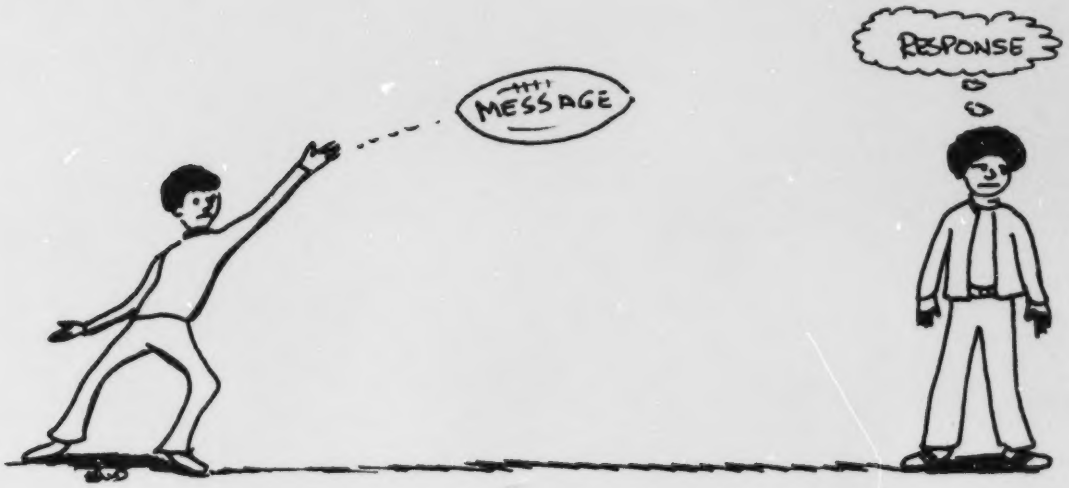


DID YOU EVER LISTEN TO SOMEONE BUT STILL NOT UNDERSTAND WHAT WAS SAID?

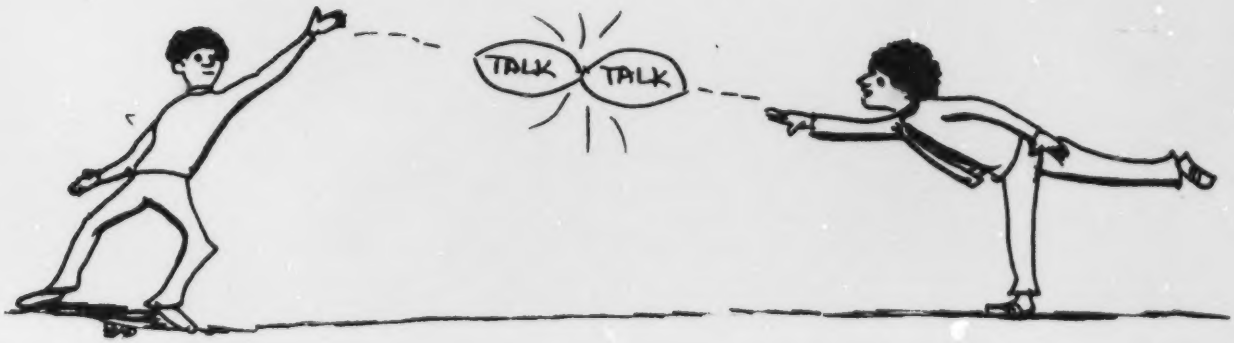
WHAT DID YOU DO?

THERE ARE MANY OTHER THINGS THAT CAN STOP THE COMMUNICATION GAME. HERE ARE THREE.

1. <u>IGNORING</u> -- SOMEONE DOES NOT LISTEN TO YOU.



2. <u>INTERRUPTING</u> -- SOMEONE TALKS WHILE YOU ARE TRYING TO TALK.



3. <u>NOT LISTENING</u> -- SOMEONE IS ALREADY THINKING OF WHAT THEY ARE GOING TO SAY NEXT INSTEAD OF LISTENING TO YOU.

THESE ARE ALL COMMUNICATION STOPPERS.

HERE ARE SOME THINGS THAT PARENTS CAN DO TO BECOME BETTER TALKERS AND LISTENERS TO THEIR CHILDREN.

1. LET THE CHILD KNOW GOOD LISTENING IS GOING ON BY SAYING A WORD OR TWO, "OH", "I SEE" OR "YES".

   SOMETIMES A PARENT CAN STOP COMMUNICATION BY TELLING THE CHILD WHAT TO DO OR HOW TO SOLVE PROBLEMS.

   SOMETIMES PARENTS CAN ASK TOO MANY QUESTIONS.

   HERE IS A SAMPLE OF GOOD LISTENING AND TALKING.

   JIMMY: "THE KIDS WON'T LET ME PLAY KICKBALL WITH THEM."

   PARENT: "OH?"

   JIMMY: "I'M NOT A VERY GOOD PLAYER SO I GUESS THAT'S WHY THEY WON'T LET ME PLAY."

   PARENT: "I SEE, JIMMY."

   JIMMY: "I THINK I'LL GO GET BOBBY AND PLAY ON THE SWINGS AT THE PARK."

LISTEN WITH FULL ATTENTION.

2. LISTEN WITH FULL ATTENTION.

LISTENING IS THE MOST IMPORTANT PART OF COMMUNICATION.

THIS IS NO SURPRISE TO MANY PEOPLE. YOU MOST LIKELY ENJOY TALKING TO PEOPLE WHO LISTEN TO YOU.

PARENTS DON'T ALWAYS LISTEN TO THEIR CHILDREN. WHEN THEY TALK WITH THEIR CHILDREN SOMETIMES THEIR MINDS ARE SOMETIMES ON OTHER THINGS, OR THEY ARE BUSY DOING SOMETHING WITH THEIR HANDS LIKE WASHING DISHES.

IT HELPS TO GIVE FULL ATTENTION TO CHILDREN WHEN THEY WANT TO TALK.

IF PARENTS ARE BUSY AND CAN'T TALK, THEN THEY CAN LET THE CHILD KNOW WHEN THEY WILL BE ABLE TO TALK WITH THEM.

THEN, THEY CAN LISTEN TO THEIR CHILDREN WITH <u>FULL ATTENTION</u>.

Understand?

USE FEELING WORDS TO LET YOUR CHILD KNOW YOU UNDERSTAND.

3. USE FEELING WORDS TO LET YOUR CHILD KNOW THAT YOU UNDERSTAND.

YOU CAN SHOW CHILDREN YOU UNDERSTAND HOW THEY FEEL BY USING A WORD THAT DESCRIBES A FEELING.

HERE IS AN EXAMPLE.

CHILD: "I AM GOING TO KNOCK STEVEN DOWN."

PARENT: "YOU ARE REALLY FEELING ANGRY AT STEVEN."

(IF YOU GUESS THE WRONG FEELING, DON'T WORRY. THE CHILD WILL LET YOU KNOW. YOU CAN THEN TRY ANOTHER FEELING.)

HERE IS ANOTHER EXAMPLE.

CHILD: "BOBBY IS MOVING AND I WON'T HAVE ANYONE TO PLAY WITH."

PARENT: "YOU'RE FEELING LONELY BECAUSE BOBBY IS LEAVING."

CHILD: "NO, I FEEL SAD TO LOSE MY FRIEND."

PARENTS STOP HELPFUL COMMUNICATION WHEN THE CHILD TELLS HOW HE OR SHE FEELS AND WE TELL HIM OR HER THAT THEY SHOULDN'T FEEL THAT WAY.

HERE ARE SOME FEELING WORDS YOU MIGHT WANT TO USE WITH YOUR CHILD.

CONFIDENT	ANGRY
EXCITED	DISAPPOINTED
GLAD	EMBARRASSED
PROUD	FEEL LIKE GIVING UP
GRATEFUL	UNFAIR
PLEASED	LEFT OUT
CAPABLE	LONELY
ACCEPTED	PUT DOWN
SATISFIED	WORRIED
GOOD	UNLOVED

PLAY FAIRY GODMOTHER OR GODFATHER.

4. PLAY FAIRY GODMOTHER OR GODFATHER.

WHEN CHILDREN CAN'T HAVE WHAT THEY WANT, PARENTS OFTEN USE LOTS OF WORDS TO TELL THEM WHY THEY CAN'T HAVE IT.

INSTEAD, YOU CAN GIVE THEM THEIR WISH IN A FANTASY.

THEY WILL FEEL LIKE THE ADULT UNDERSTANDS THEIR FEELINGS.

HERE IS AN EXAMPLE.

CHILD: "I WANT A BANANA IN MY LUNCH!"
PARENT: "I WISH I HAD A BANANA TO GIVE YOU. HERE HAVE AN APPLE."
CHILD: "I HATE APPLES! I WANT A BANANA."
PARENT: "I WISH I COULD TURN THIS APPLE INTO A BANANA RIGHT NOW. I KNOW JUST HOW YOU FEEL."
CHILD: "WELL, MAYBE I COULD EAT AN APPLE TODAY."
PARENT: "OH, GREAT! THANKS."

Something Good is going to happen to me Today.

HERE ARE SOME SENTENCES THAT CHILDREN OFTEN SAY.

WRITE DOWN HOW YOU WOULD ANSWER THEM. THINK OF A FEELING WORD THAT TELLS HOW THE CHILD FEELS. THERE ARE MANY WAYS TO ANSWER. YOU MAY WANT TO USE A FEELING WORD FROM YOUR LIST.

EXAMPLE:
CHILD: "MOM, I FIXED MY TOY ALL BY MYSELF!"
PARENT: "YOU ARE REALLY PROUD THAT YOU FIGURED IT ALL OUT BY YOURSELF."

1. CHILD: "I'M NEVER GOING TO PLAY WITH ANGELA AGAIN! I HATE HER!"
   PARENT: "_____
   _____."

2. CHILD: "LATOSHA WAS TALKING OUT OF TURN IN CLASS, BUT SHE DIDN'T GET HER NAME ON THE BOARD. WHEN I TALKED OUT, I GOT MY NAME PUT DOWN."
   PARENT: "_____
   _____."

3. CHILD: "THIS MATH IS JUST TOO HARD. I CAN'T DO IT!"
   PARENT: "_____
   _____."

DRAW A LINE FROM THE QUESTION TO THE CORRECT ANSWER.

1. ONE PERSON THROWING OUT A MESSAGE BY TALKING AND ONE PERSON LISTENING TO THE MESSAGE IS CALLED _____.

2. WHAT IS A SAMPLE OF A COMMUNICATION STOPPER?

3. GIVING THE CHILD WHAT HE OR SHE WANTS IN A WISH IS CALLED _____ _____.

4. TO LET THE CHILD KNOW THAT YOU UNDERSTAND, USE A WORD THAT TELLS HOW HE OR SHE _____.

5. WHAT IS THE MOST IMPORTANT PART OF COMMUNICATION?

1. PLAYING FAIRY GODMOTHER OR GODFATHER.

2. FEELS

3. COMMUNICATION

4. LISTENING

5. INTERRUPTING

Everything that grows changes!

°°°° THINGS TO DO AT HOME °°°°

HERE ARE SOME THINGS I DID THIS WEEK THAT WERE HELPFUL AS A PARENT.

_____

_____

_____

_____

_____

HERE ARE SOME THINGS I WOULD LIKE TO WORK ON THIS WEEK.

_____

_____

_____

_____

_____

HAVE I GOT A SOLUTION FOR YOU?

PROBLEM SOLVING

PROJECT BEST PAL

SESSION 6

BASIC EDUCATION SKILLS THROUGH-
PARENT AFFECTIVE LEARNING

HERE ARE SOME WORDS THAT YOU WILL SEE IN THIS SESSION.

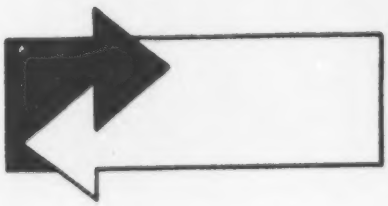
PROBLEM SOLVING
SOLVE
PUT DOWN

HERE ARE SOME SENTENCES USING THESE WORDS.

WHENEVER JOE HAS A PROBLEM, HE SITS DOWN WITH HIS MOTHER OR FATHER AND TRIES TO WORK IT OUT. THIS IS CALLED PROBLEM SOLVING.

RASHIKA HAS A PROBLEM THAT SHE CAN'T FIGURE OUT. SHE CAN NOT SOLVE IT.

WHEN ALTON CALLS HIS BROTHER A MEAN NAME, THIS IS CALLED A PUT DOWN.



WHEN YOUR CHILD IS UNHAPPY ABOUT SOMETHING AND WANTS TO TALK TO YOU ABOUT IT, YOU NOW KNOW HOW TO DO MANY THINGS.

YOU CAN LISTEN TO HIM OR HER AND LET YOUR CHILD KNOW THAT YOU UNDERSTAND BY TELLING HIM OR HER HOW YOU THINK THEY FEEL.

EXAMPLE: "YOU SOUND PRETTY MAD AT WILLIAM."

ANOTHER YOU HAVE LEARNED IS TO ENCOURAGE YOUR CHILD.

EXAMPLE: "I KNOW MATH IS HARD FOR YOU, BUT LOOK HOW MUCH YOU HAVE IMPROVED SINCE LAST YEAR!"

ANOTHER THING YOU HAVE LEARNED IS TO LET HIM OR HER BE RESPONSIBLE FOR HIS OR HER ACTIONS.

EXAMPLE: IF RANDY FORGETS HIS HOMEWORK, HE WILL HAVE TO MAKE AN "F". MOTHER OR FATHER WILL NOT BRING IT TO SCHOOL FOR HIM.

ANOTHER THING YOU CAN DO IF YOUR CHILD HAS A PROBLEM OR IS UPSET ABOUT SOMETHING IS CALLED <u>PROBLEM SOLVING</u>.

HERE ARE THE STEPS TO PROBLEM SOLVING.

1. TALK ABOUT THE CHILD'S FEELINGS AND NEEDS.

2. TALK ABOUT YOUR FEELINGS AND NEEDS.

3. TOGETHER WITH YOUR CHILD, COME UP WITH ALL THE WAYS YOU CAN THINK OF TO SOLVE THE PROBLEM.

4. WRITE DOWN ALL THE IDEAS EVEN IF YOU DON'T AGREE WITH SOME OF THEM.

5. DECIDE WHICH ONES YOU LIKE. DECIDE WHICH ONES YOU DON'T LIKE.

6. DECIDE WHAT YOU PLAN TO DO. CHOOSE ONE OF THESE IDEAS FROM YOU LIST.

SOMETIMES STEP 2 IS NOT CLEAR TO PARENTS. OFTEN PARENTS PUT DOWN CHILDREN OR BLAME CHILDREN WHEN TALKING ABOUT THEIR FEELINGS OR NEEDS. HERE ARE SOME EXAMPLES OF THAT.

"YOU NEVER PICK UP YOUR TOYS. YOU ARE SO LAZY!"

"YOU'RE EATING LIKE A PIG!"

"SHUT UP!"

ANOTHER WAY TO TELL CHILDREN WHAT YOU WANT OR HOW YOU FEEL IS TO USE AN "I MESSAGE". "I MESSAGES" TELL CHILDREN HOW YOU FEEL WHEN THEY DO SOMETHING YOU DO NOT LIKE. IT DOES NOT PUT DOWN OR BLAME CHILDREN.

INSTEAD OF SAYING, "YOU NEVER PICK UP YOUR TOYS", AN "I MESSAGE" WOULD BE, "I FEEL ANGRY WHEN I SEE YOUR TOYS ALL OVER THE ROOM."

HERE ARE SOME EXAMPLES OF MORE "I MESSAGES". SEE HOW THEY ARE DIFFERENT FROM "BLAMING MESSAGES".

BLAMING MESSAGES	I MESSAGES
"YOU'RE EATING LIKE A PIG!"	"WHEN YOU EAT SO FAST, I WORRY THAT YOU WILL CHOKE."
"SHUT UP. YOU'RE SUCH A LOUDMOUTH."	"I CAN'T HEAR THE TV WITH ALL THAT NOISE."

ON THE LEFT SIDE OF THE PAGE ARE THE BLAMING MESSAGES. NEXT TO EACH ONE, WRITE DOWN HOW YOU WOULD MAKE IT AN "I MESSAGE".

1. "CAN'T YOU EVER EAT WITH YOUR MOUTH CLOSED?"

1. _____
_____
_____

2. "YOUR ROOM LOOKS LIKE WORLD WAR III."

2. _____
_____
_____

3. "YOU'LL NEVER GET ANYWHERE WITH GRADES LIKE THAT."

3. _____
_____
_____

4. "THE TELEPHONE MUST BE GLUED TO YOUR HEAD!" (SAID TO A TEENAGER)

4. _____
_____
_____

MOTHER AND BILLY HAD A PROBLEM. BILLY LIKED TO PLAY AFTER SCHOOL WITH HIS FRIENDS ON THE SCHOOL PLAYGROUND. HE WAS SUPPOSED TO GET HOME AT 5 PM, BUT HE WOULD ALWAYS FORGET. THEN HE WOULD COME HOME LATE FOR SUPPER.

HERE IS HOW THEY SOLVED THE PROBLEM.

HERE ARE THEIR IDEAS.

1. MOTHER COULD HAVE SUPPER FOR THE FAMILY AT A LATER TIME.
2. MOTHER COULD PICK BILLY UP AT THE PLAYGROUND.
3. MOTHER COULD LEAVE SUPPER IN THE OVEN FOR BILLY.
4. MOTHER COULD ALLOW HIM 60 MORE MINUTES OF PLAY. THEN HE WOULD HEAR THE 6 PM WHISTLE FROM THE FIREHOUSE AND KNOW IT WAS TIME TO COME HOME.
5. MOTHER COULD BUY BILLY A WATCH.
6. BILLY WOULD COME HOME AT 6:30 AND MOTHER WOULDN'T WORRY.

THEY TALKED ABOUT ALL THE IDEAS. THEY CROSSED OUT THE ONES THEY DIDN'T AGREE ON. THEY AGREED ON NUMBER 4 AND THAT IS THE ONE THEY DID.

FOR FUN, WRITE DOWN HOW YOU WOULD SOLVE THIS PROBLEM.

TAMEIKA CAME HOME FROM SCHOOL CRYING EVERYDAY BECAUSE JANEY WAS ALWAYS TEASING HER.

USE THE SIX STEPS. YOU'LL HAVE TO GUESS WHAT IDEAS TAMIEKA WILL SAY.

STEP 1. TALK ABOUT WHAT THE CHILD'S FEELINGS AND NEEDS ARE. (WRITE DOWN WHAT YOU WOULD SAY)

_____

_____

_____

STEP 2. TALK ABOUT YOUR FEELINGS AND NEEDS. (WRITE DOWN WHAT YOU WOULD SAY)

_____

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STEP 3. TOGETHER, WITH YOUR CHILD, COME UP WITH ALL THE WAYS YOU CAN THINK OF TO SOLVE THE PROBLEM.

_____

_____

_____

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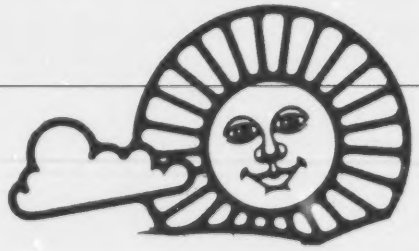
_____

STEP 4. WRITE DOWN ALL THE IDEAS EVEN IF YOU DON'T AGREE WITH SOME OF THEM.

STEP 5. DECIDE WHICH ONES YOU LIKE. DECIDE WHICH ONES YOU DON'T LIKE.

LIKE	DISLIKE

STEP 6. DECIDE WHAT YOU PLAN TO DO. CHOOSE ONE OF THE IDEAS FROM YOUR LIST.



THERE ARE MANY WAYS TO SOLVE THAT PROBLEM.

HERE IS ONE WAY.

STEP 1. TALK ABOUT HER FEELINGS AND NEEDS.

"YOU FEEL SAD AND MAD WHEN JANEY TEASES YOU AFTER SCHOOL. YOU'RE TIRED OF THIS HAPPENING AND YOU WANT IT TO STOP."

STEP 2. TALK ABOUT YOUR FEELINGS AND NEEDS.

"I DON'T LIKE TO SEE YOU CRYING EVERYDAY. I WOULD REALLY LIKE TO SEE YOU COME HOME FROM SCHOOL HAPPY."

STEP 3. TOGETHER, WITH YOUR CHILD, COME UP WITH ALL THE WAYS YOU TWO CAN THINK OF TO SOLVE THE PROBLEM.

STEP 4. WRITE DOWN ALL THE IDEAS EVEN IF YOU DON'T AGREE WITH SOME.

1. MOTHER CAN CALL JANEY'S MOTHER AND TELL HER WHAT IS HAPPENING.
2. TAMEIKA CAN WAIT UNTIL JANEY HAS LEFT SCHOOL AND THEN WALK HOME.
3. TAMEIKA CAN HIT JANEY.
4. TAMEIKA CAN TELL HER TO STOP TEASING.
5. TAMEIKA CAN IGNORE JANEY AND TRY NOT TO CRY.

STEP 5. DECIDE WHICH ONES YOU LIKE. DECIDE WHICH ONES YOU DON'T LIKE.

LIKE	DISLIKE
4	1
5	2
	3

STEP 6. DECIDE WHAT YOU PLAN TO DO.

TAMEIKA WILL TELL JANEY TO STOP. IF JANEY DOESN'T STOP, TAMEIKA WILL NOT PAY ANY ATTENTION TO JANEY AND TAMEIKA WILL TRY NOT TO CRY AT ALL. (SHE KNOWS THAT JANEY LIKES TO SEE HER CRY.) TAMEIKA WILL TRY THIS FOR ONE WEEK AND THEN SHE AND MOTHER WILL GO OVER THIS PLAN AGAIN TO SEE HOW IT IS WORKING.

YOU MAY HAVE COME UP WITH SOME IDEAS THAT WERE NOT ON THIS LIST. THERE ARE MANY WAYS TO SOLVE A PROBLEM. WRITE DOWN WHAT YOU THINK WILL HAPPEN.

°°°° THINGS TO DO AT HOME °°°°

HERE ARE SOME THINGS I DID THIS WEEK THAT WERE HELPFUL AS A PARENT.

_____

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HERE IS WHAT I WOULD LIKE TO WORK ON THIS WEEK.

_____

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_____

DO AS I DO?

ROLE MODELING

PROJECT BEST PAL

SESSION 7

HERE ARE SOME WORDS THAT YOU WILL SEE IN THIS SESSION.

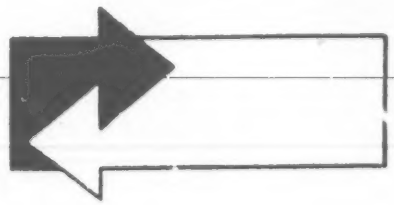
ROLE
LABEL
ATTITUDE

HERE ARE SOME SENTENCES USING THESE WORDS.

WHEN A CHILD ACTS A CERTAIN WAY, WE SAY THAT THE CHILD IS PLAYING A ROLE. IF HE OR SHE IS VERY STUBBORN, THEN THAT CHILD IS PLAYING THE ROLE OF BEING A STUBBORN PERSON. A ROLE IS A PART HE OR SHE PLAYS.

IF WE CALL A CHILD A CERTAIN NAME OVER AND OVER AGAIN, WE GIVE THAT CHILD A LABEL. IF WE CALL THE CHILD CARELESS ALL THE TIME, WE GIVE HIM OR HER THE LABEL OF CARELESS. A LABEL IS A NAME.

THE WAY WE THINK OR FEEL ABOUT THINGS IS OUR ATTITUDE. CHILDREN CAN LEARN ATTITUDES BY WATCHING WHAT WE SAY AND DO.



HAVE YOU EVER HEARD PARENTS SAY THESE THINGS ABOUT THEIR CHILDREN?

"HE'S SO STUBBORN!"

"SHE'S SO LAZY!"

"HE'S SO SLOW!"

HAS A FRIEND OR RELATIVE EVER SAID THESE THINGS ABOUT YOUR CHILDREN?

"SHE'S SO BOSSY!"

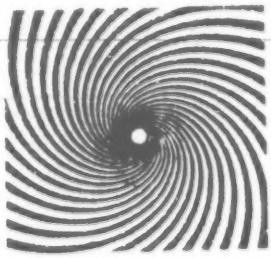
"HE'S SUCH A BULLY!"

"THEY ARE SO DUMB."

PARENTS OFTEN SAY THESE THINGS ABOUT THEIR CHILDREN. NAMES LIKE THESE ARE CALLED LABELS. CHILDREN WHO HEAR THEMSELVES CALLED BOSSY AGAIN AND AGAIN WILL ACT BOSSY. PARENTS GIVE THEM A ROLE TO PLAY BY GIVING THEM THESE LABELS.

AS LONG AS KEISHA STILL HEARS PEOPLE CALL HER BOSSY, SHE WILL SEE HERSELF AS BOSSY AND SHE WILL ACT THAT WAY. KEISHA NEEDS TO SEE HERSELF IN A DIFFERENT WAY.

Things aren't like they used to be - including you!



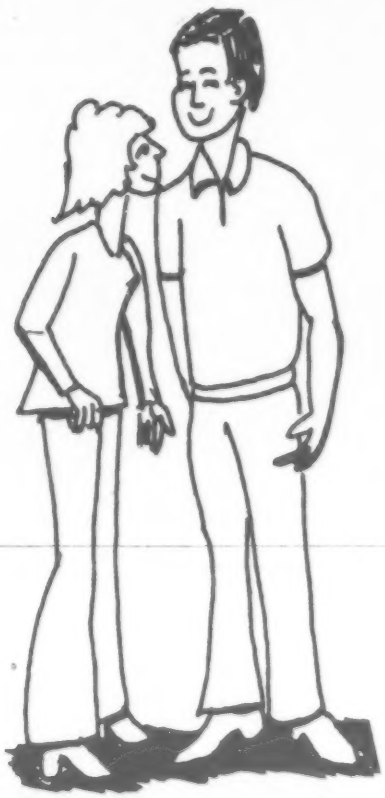
ANOTHER WAY CHILDREN LEARN HOW TO ACT IS BY WATCHING THEIR PARENTS.

IF MOTHER GETS HER WAY BY SHOUTING, THEN HER CHILDREN WILL LEARN TO GET THEIR WAY BY SHOUTING.

IF FATHER GETS HIS MAD OUT BY HITTING, THEN HIS CHILDREN WILL LEARN TO GET THEIR MAD OUT BY HITTING.

IF FATHER TEASES MOTHER UNTIL SHE CRIES, THEN THEIR CHILDREN LEARN THAT IT IS O.K. TO HURT SOMEONE BY TEASING.

IF FATHER GIVES MOTHER A LOT OF SUPPORT AND HELP, THEN THE CHILDREN WILL LEARN HOW TO GIVE SUPPORT AND HELP.



SINCE CHILDREN LEARN BY SEEING, PARENTS NEED TO THINK ABOUT WAYS TO HANDLE THEIR OWN FEELINGS. WHAT DO YOU WANT YOUR CHILDREN TO LEARN FROM YOU ABOUT THEIR FEELINGS?

1. HOW DO YOU GET YOUR MAD OUT?

2. WHAT IS ANOTHER HELPFUL WAY TO GET YOUR MAD OUT?

3. WHAT DO YOU DO OR SAY IF YOU MAKE A MISTAKE?

4. WHAT IS ANOTHER HELPFUL WAY TO HANDLE MAKING A MISTAKE?

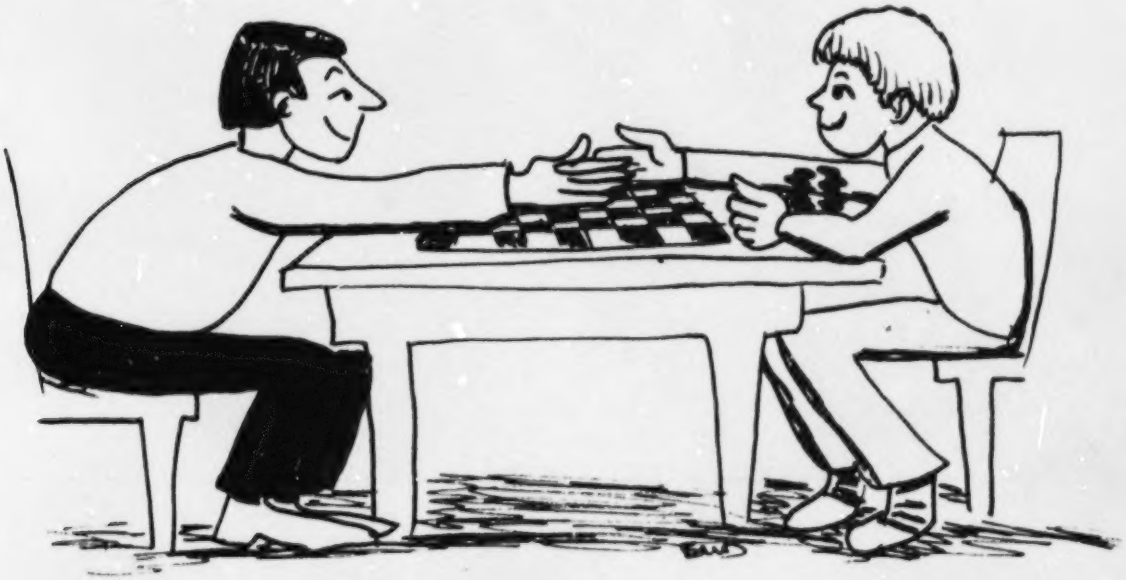
5. HOW DO YOU HANDLE LOSING A GAME?

6. WHAT IS ANOTHER HELPFUL WAY TO HANDLE LOSING A GAME?

7. HOW DO YOU HANDLE DOING SOMETHING YOU DON'T WANT TO DO?

8. WHAT IS ANOTHER HELPFUL WAY TO HANDLE DOING SOMETHING YOU DON'T WANT TO DO?

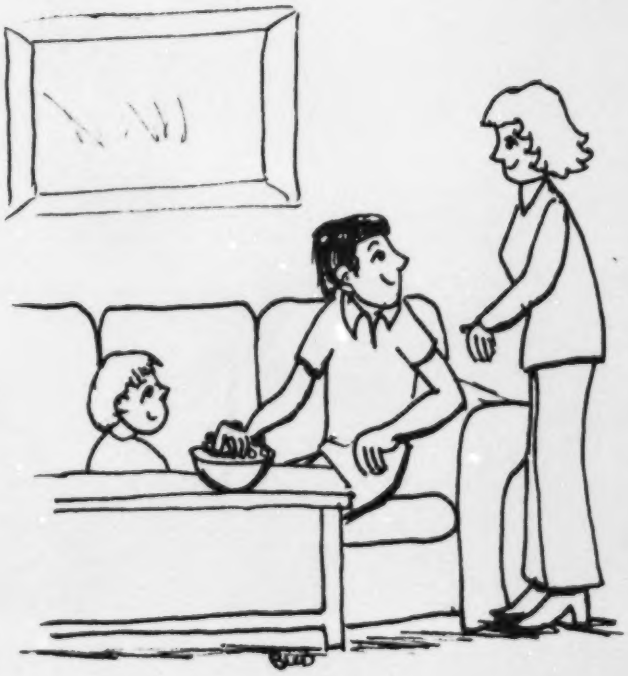
ONE THING YOU CAN DO TO HELP A CHILD SEE HIMSELF OR HERSELF IN A HELPFUL WAY IS TO ACT IN HELPFUL WAYS YOURSELF.



ANOTHER THING YOU CAN DO IS LET THEM HEAR YOU TELLING SOMEONE ELSE ABOUT THEIR HELPFUL BEHAVIOR. YOU CAN SAY NICE THINGS ABOUT YOUR CHILDREN WHEN YOU TALK TO YOUR FRIENDS,

"Mom, you should have seen your grandson at the dentist today. He did exactly what the dentist asked him to do. Wasn't he brave?"

"James and I were making popcorn and the oil in the pan caught fire. While I was thinking what to do... he threw a cover on the pan and smothered the flame. That's what I call cool in a crisis!"



FIND A TIME TO SHOW THE CHILD A BETTER WAY OF SEEING HIMSELF OR HERSELF. RANDY NEEDS TO BE MORE RESPONSIBLE, YET ONE DAY HE DID THE DISHES WITHOUT BEING ASKED. THIS IS THE TIME TO SAY, "RANDY, IT'S NICE TO KNOW THAT I CAN DEPEND ON YOU TO GET YOUR JOB DONE WITHOUT ME HAVING TO REMIND YOU!"

Dad:
"With everything else on your mind, you remembered to check the lost and found for your gloves. That's taking responsibility!"

Dad:
"You've had that toy since you were three and it almost looks like new!"

WHEN YOUR CHILD ACTS IN AN UNHELPFUL WAY, TELL THE CHILD HOW YOU FEEL AND WHAT YOU WANT. SAMMY HAS A PROBLEM WITH LOSING A GAME. HE THROWS THE CARDS ON THE FLOOR AFTER HE LOSES. YOU COULD SAY, "I DON'T LIKE THAT. EVEN THOUGH YOU DON'T LIKE LOSING, I EXPECT YOU TO BE A GOOD SPORT."

Mom:

— "I don't like that. Despite your strong feelings, I expect you to be a sport about losing."

Kinta:
"you have ~~to~~ take me to the store!"

Mother:
"That way of talking upsets me. Can you ask me in another way?"

YOU HAVE LEARNED THAT WHAT YOU DO OR SAY AFFECTS THE CHOICES YOUR CHILDREN MAKE FOR THEMSELVES. THEY OFTEN PICK UP ATTITUDES OR WAYS YOU THINK ABOUT THINGS. IT CAN AFFECT WHAT A CHILD THINKS ABOUT SCHOOL.

DISCUSS:

WHAT DID YOU THINK ABOUT SCHOOL WHEN YOU WERE YOUNG?

WHAT DID YOU LIKE ABOUT SCHOOL?

WHAT DID YOU NOT LIKE ABOUT SCHOOL?

WHAT DO YOU TELL YOUR CHILDREN ABOUT SCHOOL WHEN YOU WERE A CHILD?

WHAT MIGHT CHILDREN THINK ABOUT SCHOOL AFTER HEARING THESE STATEMENTS FROM PARENTS?

1. "I WAS ALWAYS THE CLASS CLOWN. EVERYBODY THOUGHT I WAS REALLY FUNNY."
2. "I ENJOYED MY FIFTH GRADE TEACHER. SHE REALLY HELPED ME LEARN."
3. "I PLAYED HOOKY A LOT. MY PARENTS NEVER EVEN FOUND OUT."
4. "I HATED MRS. WASHINGTON, MY NINTH GRADE TEACHER. SHE WAS ALWAYS TELLING US WHAT TO DO. I NEVER DID WHAT SHE WANTED."

PARENTS CAN HELP CHILDREN IN SCHOOL BY LETTING THEM KNOW SCHOOL IS IMPORTANT.

HERE ARE SOME OTHER THINGS PARENTS CAN DO.

1. TALK ABOUT THINGS YOU LEARNED AS AN ADULT. THIS WILL HELP CHILDREN KNOW THAT LEARNING GOES ON ALL THE TIME. YOU CAN TELL CHILDREN THINGS THAT YOU LEARNED FROM A FRIEND, FROM TV, FROM WORK OR FROM A NEWSPAPER.

2. SHOW CHILDREN THAT YOU ARE INTERESTED IN THEIR SCHOOL. GO TO THE PARENT CONFERENCES OR JOIN THE **PTO**. ASK YOUR CHILDREN THE THINGS **THEY** DO IN SCHOOL.

3. HELP YOUR CHILD TAKE RESPONSIBILITY FOR WHAT HE OR SHE DOES OR DOES NOT DO. WHAT IS THIS PARENT TEACHING THIS CHILD? SHE HAS BROUGHT TO SCHOOL ALL THE THINGS THAT HER CHILD FORGOT TO TAKE TO SCHOOL THAT **DAY**.

HERE ARE SOME HINTS ON HOMEWORK.

1. PROVIDE A QUIET AREA FOR YOUR CHILD.
2. PROVIDE AN AREA WITH GOOD LIGHTING.
3. PROVIDE A HARD SURFACE TO WRITE ON.
4. LET THE CHILD KNOW THAT YOU WILL HELP ONLY IF HE OR SHE NEEDS IT. HOMEWORK IS THE CHILD'S RESPONSIBILITY, NOT THE PARENT'S.
5. REMEMBER THE CHILD IS RESPONSIBLE FOR WRITING DOWN THE HOMEWORK, DOING THE WORK AND BRINGING IT BACK TO SCHOOL AND TURNING IT IN ON TIME.

HERE IS A CHECKLIST FOR YOU TO FILL OUT ON YOUR OWN. IT WILL SHOW YOU WAYS YOU CAN HELP YOUR CHILD HAVE A GOOD ATTITUDE ABOUT SCHOOL.

1. I SHOW MY CHILD THAT LEARNING IS A LIFETIME PROCESS.
   - ___I SHARE WITH MY CHILD NEW THINGS I LEARN
   - ___I TAKE COURSES OR READ BOOKS ABOUT NEW THINGS
   - ___I TALK TO MY CHILD ABOUT NEW THINGS I WANT TO LEARN

2. I SHARE MY CHILDHOOD SCHOOL EXPERIENCES WITH MY CHILD
   - ___I TALK ABOUT WHAT I STUDIED IN SCHOOL
   - ___I TALK ABOUT HOW I LIKED/DISLIKED SCHOOL
   - ___I TALK ABOUT TRICKS OR PRANKS THAT WERE PLAYED ON TEACHERS

3. I ESTABLISH AN EDUCATIONAL ATMOSPHERE IN OUR HOME
   - ___I DISCUSS EDUCATIONAL TOPICS
   - ___I SPEND TIME READING
   - ___I TAKE MY CHILD ON EDUCATIONAL TRIPS

4. I AM INTERESTED IN MY CHILD'S EDUCATION

___I ENCOURAGE MY CHILD TO TALK ABOUT SCHOOL

___I PROVIDE A PLACE FOR MY CHILD TO DO HOMEWORK

___I LOOK AT AND FIND SOMETHING GOOD ABOUT EACH PAPER MY CHILD BRINGS HOME

5. I SHOW RESPECT FOR MY CHILD'S SCHOOL SYSTEM

___I TALK POSITIVELY ABOUT MY CHILD'S SCHOOL AND TEACHER

___I NOTICE AND MENTION GOOD THINGS ABOUT THINGS HAPPENING AT MY CHILD'S SCHOOL

___I SHOW INTEREST AND ATTEND SCHOOL FUNCTIONS

6. I ALLOW MY CHILD TO DEVELOP A RESPONSIBILITY TOWARDS LEARNING

___I DO NOT REMIND MY CHILD OVER AND OVER TO DO HOMEWORK

___I DO NOT REWARD MY CHILD'S GOOD GRADES AS A RULE

___I DO NOT BRING THINGS TO SCHOOL THAT MY CHILD HAS FORGOTTEN UNLESS IT IS A REAL EMERGENCY

There is no substitute for school.

**** THINGS TO THINK ABOUT ****

CHOOSE THE WORD THAT FITS THE BEST.

1. WHEN WE CALL A CHILD A NAME SUCH AS STUBBORN AGAIN AND AGAIN WE ARE GIVING HIM OR HER A _____.

   PAIN LABEL

2. CHILDREN ACT THE WAY THEY SEE THEMSELVES. WHAT THEY ACT OUT IS THE LABEL WE GIVE THEM. THEY ARE THEN PLAYING A _____.

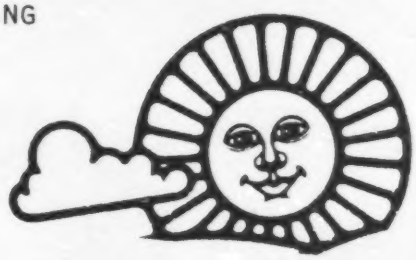
   ROLE TRICK

3. ONE WAY CHILDREN LEARN HOW TO ACT IS BY WATCHING THEIR _____.

   PETS PARENTS

4. IF WE WANT OUR CHILDREN TO GET THEIR MAD OUT WITHOUT HURTING OTHERS, THEN WE MUST GET OUR OWN MAD OUT WITHOUT _____ OTHERS.

   HELPING HURTING



**** THINGS TO DO AT HOME ****

HOW WOULD YOU LIKE YOUR CHILD TO THINK OF HIMSELF OR HERSELF? (EXAMPLE: RESPONSIBLE, FINISHES WHAT HE OR SHE STARTS, ABLE TO BE TRUSTED, LOVING TOWARD OTHERS, HELPFUL)

_____

_____

_____

_____

FROM THE LIST ABOVE, CHOOSE ONE. WRITE DOWN WHAT YOU CAN DO TO HELP YOUR CHILD SEE HIMSELF OR HERSELF IN THE WAY YOU CHOSE. (EXAMPLE: HELPFUL--I WILL BE HELPFUL SO HE OR SHE CAN LEARN WHAT HELPFUL MEANS. I WILL LET HIM OR HER KNOW THE TIMES WHEN HE OR SHE IS HELPFUL AND SAY , "THANK YOU!" I WILL STOP SAYING, "YOU NEVER HELP OUT!"

_____

_____

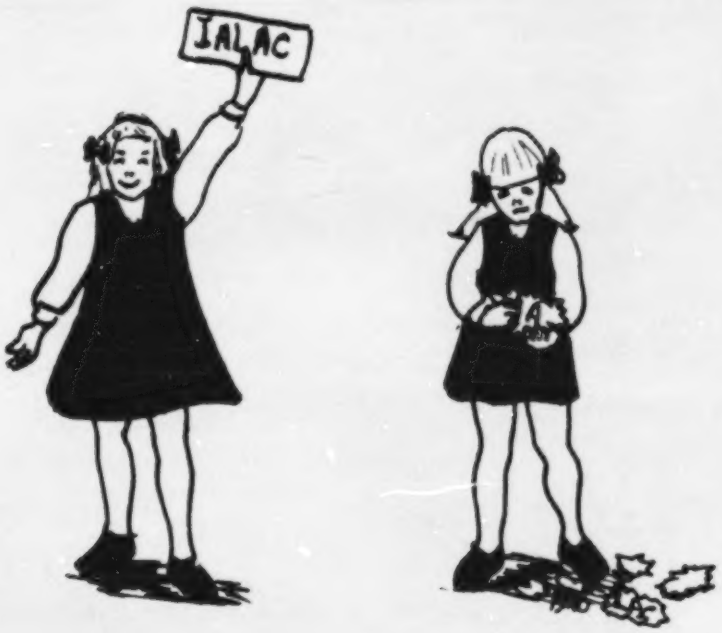
_____

WHAT ROLE DO YOU THINK YOUR CHILDREN ARE PLAYING THAT YOU DON'T LIKE?

CHILD	ROLE (OR PART)
EXAMPLE: SUZIE	BOSSY

WHAT WILL YOU DO TO HELP YOUR CHILD SEE HIMSELF OR HERSELF IN A BETTER WAY?

EXAMPLE: TELL SUZIE THE TIMES I ENJOYED HER PLAYING WITH HER FRIENDS WHEN SHE WASN'T BOSSY. I WILL NOT BE SO BOSSY EITHER. I WILL TRY NOT TO CALL HER BOSSY.



°°°° THINGS TO DO AT HOME °°°°

HERE ARE SOME THINGS I DID THIS WEEK THAT WERE HELPFUL AS A PARENT.

HERE ARE SOME THINGS I WOULD LIKE TO WORK ON THIS WEEK.

DISCIPLINE

=

TO TEACH!

SESSION 8

BASIC EDUCATION SKILLS THROUGH-
PARENT AFFECTIVE LEARNING

HERE ARE SOME WORDS THAT YOU WILL SEE IN THIS SESSION.

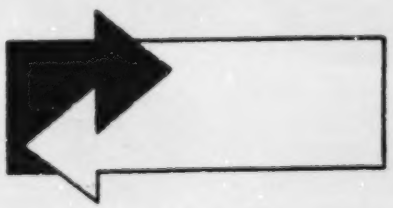
DISCIPLINE
NATURAL CONSEQUENCES
LOGICAL CONSEQUENCES

HERE ARE SOME SENTENCES USING THESE WORDS.

WHEN CHILDREN DO NOT FOLLOW OUR RULES AND LIMITS, THEY NEED DISCIPLINE. DISCIPLINE REALLY MEANS TEACHING OUR CHILDREN.

WHEN SOMETHING HAPPENED TO A CHILD AFTER HE OR SHE DID SOMETHING, IT IS A NATURAL CONSEQUENCE IF WE DID NOT INTERFERE. THE NATURAL CONSEQUENCE FOR A CHILD RIDING CARELESSLY ON HIS OR HER BIKE IS THAT HE OR SHE MAY FALL. WE DID NOT INTERFERE OR BECOME INVOLVED.

WHEN WE DO SOMETHING AFTER A CHILD BREAKS A RULE, THAT IS THE LOGICAL CONSEQUENCE. WE BECOME INVOLVED. IF A TEENAGER STAYS OUT TOO LATE AT NIGHT, WE DO NOT ALLOW HIM OR HER OUT THE NEXT NIGHT. THAT IS THE LOGICAL CONSEQUENCE. IT DOES NOT HAPPEN BY ITSELF.



MANY EXPERTS HAVE DIFFERENT IDEAS ABOUT HOW TO DISCIPLINE CHILDREN. ONE WAY IS TO REWARD CHILDREN WHEN THEY OBEY AND PUNISH THEM WHEN THEY DISOBEY. MOST PARENTS TODAY WERE RAISED THIS WAY. THIS METHOD DOES NOT ALWAYS WORK.

HERE ARE SOME REASONS WHY THIS METHOD DOES NOT ALWAYS WORK.

1. IT MAKES PARENTS RESPONSIBLE FOR CHILDREN'S BEHAVIOR INSTEAD OF THE CHILD.
2. CHILDREN LEARN TO BEHAVE ONLY IN FRONT OF PARENTS AND NOT ON THEIR OWN.
3. CHILDREN WILL WANT TO GET EVEN OR FIGHT BACK.

DISCUSS:

WHY DO WE PUNISH CHILDREN?

THERE IS ANOTHER WAY TO DISCIPLINE CHILDREN. IT IS CALLED NATURAL AND LOGICAL CONSEQUENCES. NATURAL CONSEQUENCES ARE THINGS THAT HAPPEN WITHOUT THE PARENT DOING ANYTHING. THEY HAPPEN NATURALLY.

EXAMPLE: TOMMY WOULD NOT WEAR HIS MITTENS TO SCHOOL ON A VERY COLD DAY. HIS HANDS GOT VERY COLD.

OR MARY WOULD NOT EAT HER DINNER. LATER THAT NIGHT SHE GOT VERY HUNGRY.

MOTHER AND FATHER DID NOT FORCE TOMMY TO WEAR HIS MITTENS OR MARY TO EAT HER FOOD. THE NATURAL CONSEQUENCES WERE THAT TOMMY GOT COLD HANDS AND THAT MARY GOT HUNGRY. THEY FELT UNCOMFORTABLE AND WILL THINK ABOUT WHAT CHOICE TO MAKE NEXT TIME.

WHAT ARE THE NATURAL CONSEQUENCES FOR THESE CHILDREN?

WHAT THE CHILD DOES	CONSEQUENCE
1. CHILD DOESN'T TAKE A BATH	1. CHILD IS DIRTY
2. CHILD STEPS IN PUDDLE	2.
3. TEENAGER OVEREATS	3.
4. CHILD WEARS SHORTS ON A COLD DAY	4.

LOGICAL CONSEQUENCES ARE THINGS PARENTS DO IF NATURAL CONSEQUENCES ARE HARMFUL, NOT SAFE, OR DO NOT WORK TO CHANGE A CHILD'S BEHAVIOR.

IT IS IMPORTANT THAT THEY BE LOGICAL AND RELATE TO WHAT THE CHILD HAS DONE.

LOGICAL CONSEQUENCES ARE TALKED ABOUT WITH THE CHILD AHEAD OF TIME. THIS WAY THE CHILD CAN MAKE THE CHOICE ABOUT WHAT TO DO.

IF A CHILD CHOOSES TO MISBEHAVE, THE CONSEQUENCES SHOULD FOLLOW RIGHT AWAY.

EXAMPLE: TERRY KEPT RUNNING IN THE STREET, CHASING AFTER HIS BALL. MOTHER HAD TOLD HIM THAT IF HE RUNS INTO THE STREET, HE WOULD HAVE TO COME INSIDE AND PLAY. MOTHER LET TERRY MAKE THE CHOICE ABOUT WHAT HE WILL DO. SHE DOESN'T NAG OR YELL OR PUNISH. TERRY KNOWS THAT IF HE RUNS INTO THE STREET, HE WILL NOT BE ABLE TO PLAY OUTSIDE. HE DECIDES FOR HIMSELF.

FOR THE CONSEQUENCES TO WORK, THEY MUST RELATE TO WHAT THE CHILD HAS DONE. LOGICAL CONSEQUENCES MAKE SENSE TO THE CHILD. FOR EXAMPLE, IF 18 YEAR OLD CASSANDRA COMES HOME LATE FROM HER DATE, THEN SHE MAY NOT GO OUT ON THE NEXT DATE.

OR

IF SARA FORGETS TO TAKE IN HER HOMEWORK TO SCHOOL, THEN SHE GETS AN "F" ON IT.

OR

IF ROBERT LEAVES HIS SNACK THINGS IN THE LIVING ROOM, THEN HE MAY NOT EAT HIS NEXT SNACK IN THE LIVING ROOM.

WRITE DOWN A LOGICAL CONSEQUENCE FOR ADELE LEAVING ALL HER TOYS ALL OVER THE LIVING ROOM.

THERE IS A DIFFERENCE BETWEEN CONSEQUENCES AND PUNISHMENT. CONSEQUENCES FIT THE MISBEHAVIOR. PUNISHMENT DOES NOT.

CONSEQUENCES GIVE CHOICES. PUNISHMENT DOES NOT.

CONSEQUENCES ARE GIVEN WITHOUT ANGER. PUNISHMENT OFTEN IS NOT.

READ THESE STORIES.

EVERY STORY ENDS WITH A CONSEQUENCE AND A PUNISHMENT. DECIDE WHICH ENDING IS A CONSEQUENCE AND WHICH ONE IS A PUNISHMENT. THE FIRST ONE IS AN EXAMPLE.

EXAMPLE:

1. LUVERNE, AGE 5, REFUSES TO EAT SUPPER.
   A. HER MOTHER CALMLY SAYS, "LUVERNE, IF YOU'RE NOT THROUGH WHEN THE TABLE IS CLEARED, YOU WILL NOT HAVE ANY DESSERT OR ANY OTHER FOOD UNTIL BREAKFAST." IF LUVERNE DOESN'T FINISH, MOTHER SAYS, "I SEE THAT YOU HAVE CHOSEN NOT TO EAT ANYTHING UNTIL MORNING."

   B. MOTHER SCREAMS, " LUVERNE, EAT ALL THAT FOOD RIGHT NOW OR YOU WILL BE EATING IT FOR BREAKFAST!"

2. AFTER SCHOOL, THREE CHILDREN ARGUE AND FIGHT OVER WHICH TV SHOW TO WATCH.

A. FATHER SENDS THEM TO THEIR ROOM AFTER SPANKING EACH ONE.

B. FATHER COMES IN AND QUIETLY TURNS OFF THE TV SET. HE THEN SAYS, "WHEN YOU CAN DECIDE TOGETHER ON A TV SHOW, THEN I WILL TURN ON THE TV SET AGAIN."

3. PAUL, AGE 14, IS TO MOW THE YARD EVERY WEEK. HE HARDLY EVER DOES IT.

A. MOTHER SAYS, "IF YOU CHOOSE NOT TO MOW THE LAWN, I WILL HIRE SOMEONE ELSE TO DO IT AND YOU WILL HAVE TO PAY FOR THE LAWN SERVICE YOURSELF."

B. MOTHER SAYS, "FOR NOT MOWING THE YARD, YOU WILL BE GROUNDED FOR 3 WEEKS AND YOU HAVE TO COME HOME RIGHT AFTER SCHOOL!"

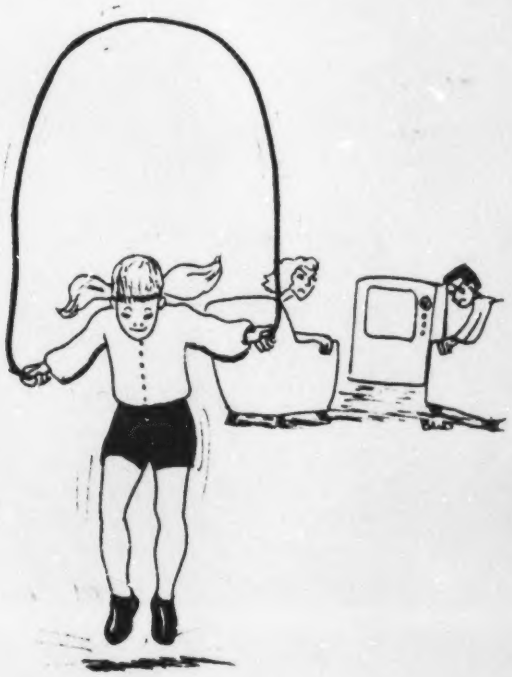
4. MICHELLE IS PLAYING LOUDLY WHILE THE REST OF THE FAMILY IS TRYING TO HEAR TV. THEY ARE ALL IN THE LIVING ROOM.

   A. MOTHER SAYS, "SHUT UP, MICHELLE! I CAN'T HEAR THE TV SET FOR ALL YOUR NOISE!"

   B. MOTHER SAYS, "MICHELLE, WE'RE TRYING TO WATCH TV. YOU MAY PLAY QUIETLY OR YOU MAY LEAVE THE ROOM AND GO SOMEWHERE ELSE TO PLAY. YOU CAN DECIDE WHICH YOU WOULD RATHER DO."

THE LOGICAL CONSEQUENCES WERE:

1. A
2. B
3. A
4. B



HERE ARE SOME HELPFUL STEPS IN USING CONSEQUENCES.

1. PROVIDE CHOICES

IF A PARENT GIVES A CHOICE IN A RESPECTFUL VOICE, THE CHILD DOES NOT FEEL FORCED TO DO SOMETHING. HE OR SHE WILL LEARN TO MAKE DECISIONS AND TAKE RESPONSIBILITY FOR WHAT HE OR SHE DOES.

HERE IS AN EXAMPLE OF GIVING A CHOICE.

IF THE CHILD PICKS UP HIS OR HER MEAT WITH THEIR HANDS AT DINNER, YOU CAN SAY, "YOU MAY STAY AT THE DINNER TABLE AND USE YOUR KNIFE AND FORK OR YOU MAY LEAVE THE TABLE."

2. AFTER YOU GIVE A CONSEQUENCE, LET THE CHILD KNOW THAT HE OR SHE MAY TRY AGAIN LATER. IF THE CHILD CONTINUES TO EAT THE MEAT WITH HIS OR HER HANDS, YOU CAN SAY, "I SEE THAT YOU HAVE DECIDED TO LEAVE THE TABLE. YOU CAN COME BACK WHEN YOU ARE READY TO USE YOUR KNIFE AND FORK."

3. <u>IF THE MISBEHAVIOR IS REPEATED, MAKE THE TIME PERIOD LONGER BEFORE THE CHILD CAN TRY AGAIN</u>. IF THE CHILD COMES BACK AND STILL USES HIS OR HER HANDS TO EAT THE MEAT, YOU CAN SAY, "I SEE THAT YOU'RE STILL NOT READY TO JOIN US FOR DINNER AND HAVE DECIDED TO LEAVE THE TABLE. YOU CAN TRY AGAIN AT BREAKFAST."

NOW THAT YOU HAVE LEARNED ABOUT NATURAL AND LOGICAL CONSEQUENCES, HOW WOULD YOU HANDLE THESE SITUATIONS? WRITE OUT WHAT YOU WOULD DO AFTER EACH ONE.

1. YOUR 9 YEAR OLD SON LEFT HIS MATH BOOK AT SCHOOL AND NOW TELLS YOU THAT HE NEEDS IT FOR HIS HOMEWORK. WHAT WOULD YOU DO?_____

2. YOUR 12 YEAR OLD DAUGHTER HAS WATCHED TV ALL SATURDAY MORNING. HER REGULAR JOB IS TO CLEAN HER ROOM ON SATURDAY MORNING. HER BEST FRIEND CALLS AND ASKS HER TO GO ROLLER SKATING IN 10 MINUTES. WHAT WOULD YOU DO?

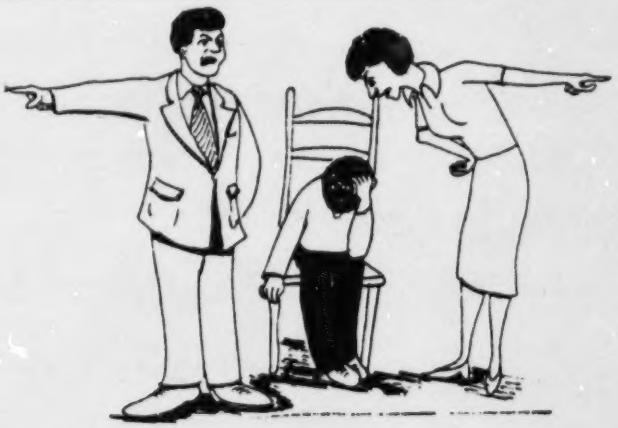
3. YOUR TEENAGE SON IS ABOUT TO GO FOR A JOB INTERVIEW. YOU HAVE TALKED ABOUT WHAT KIND OF CLOTHES TO WEAR. HE IS IN HIS JEANS AND FOOTBALL SHIRT AND IS GETTING READY TO LEAVE. WHAT WOULD YOU DO?_____

4. YOUR FIVE YEAR OLD LEAVES HIS TOYS ALL OVER THE HOUSE AND YOU ARE TIRED OF ALWAYS STEPPING ON THEM.
WHAT WOULD YOU DO?_____

_____

_____

_____



DISCUSS:

1. WHY DO WE PUNISH?

2. WHAT ARE THE DIFFERENCES BETWEEN CONSEQUENCES AND PUNISHMENT?

3. WHAT IS MEANT BY TALKING RESPECTFULLY TO CHILDREN?

•••• THINGS TO DO AT HOME ••••

HERE ARE SOME THINGS I DID THIS WEEK THAT WERE HELPFUL AS A PARENT.

HERE IS WHAT I WOULD LIKE TO WORK ON THIS WEEK.

SEX EDUCATION

"TALKING IT OUT WITH YOUR CHILD"

PROJECT BEST PAL

SESSION 9

HERE ARE SOME WORDS YOU WILL BE SEEING IN THIS SESSION.

SEXUALITY
ADOLESCENT
DEVELOPMENT
ANATOMY
SENSITIVE

HERE ARE SOME SENTENCES USING THESE WORDS.

HUMAN SEXUALITY HAS TO DO WITH BEING A MALE OR FEMALE, HOW WE FEEL ABOUT BEING A MALE OR FEMALE AND HOW WE ACT AS A MALE OR FEMALE.

AN ADOLESCENT IS USUALLY THE AGES BETWEEN 13 AND 19.

EACH CHILD'S DEVELOPMENT OCCURS AT A DIFFERENT RATE.

CHILDREN SOMETIMES ASK ABOUT THEIR ANATOMY - HOW THEIR BODIES WORK AND WHY.

A SENSITIVE ANSWER IS FILLED WITH THOUGHT AND CARE.

PARENTS NEED TO TALK TO THEIR CHILDREN.

MANY PARENTS ARE NOT COMFORTABLE TALKING TO THEIR CHILDREN ABOUT SEX. THEY ARE NOT SURE WHAT THEIR CHILDREN WANT AND NEED TO KNOW. THEY ARE NOT SURE HOW MUCH THEIR CHILDREN WILL UNDERSTAND. BECAUSE OF THIS, MANY PARENTS DO NOT TALK ABOUT SEX WITH THEIR CHILDREN.

FRIENDLY, OPEN TALKS ABOUT SEX WITH YOUR CHILD ARE VERY IMPORTANT. THESE TALKS NEED TO INCLUDE MORE INFORMATION AS YOUR CHILDREN GROW OLDER. SHARING YOUR BELIEFS ABOUT SEX IS ALSO IMPORTANT.

PARENTS NEED TO HELP THEIR CHILDREN DEVELOP HEALTHY ATTITUDES ABOUT SEXUALITY. BEFORE PARENTS CAN DO THIS, THEY NEED TO BE CLEAR ABOUT THEIR OWN THOUGHTS AND BELIEFS ABOUT SEX.

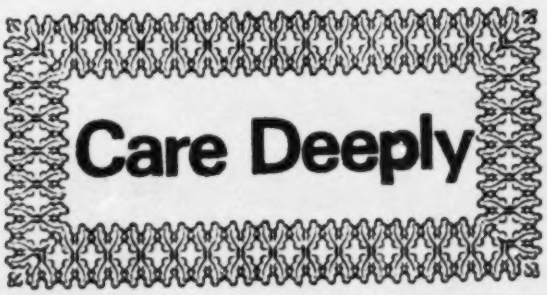
THINK ABOUT WHAT YOUR PARENTS TOLD YOU ABOUT ADOLESCENT SEXUALITY. THINK ABOUT WHAT MESSAGE YOU WANT TO GIVE YOUR CHILDREN. ARE THEY THE SAME ONES YOUR PARENTS GAVE TO YOU? ARE THEY DIFFERENT FROM THE ONES YOUR PARENTS GAVE YOU?

WRITE DOWN THREE THINGS YOUR PARENTS WANTED YOU TO KNOW ABOUT YOUR SEXUAL DEVELOPMENT AND HOW YOU SHOULD MANAGE YOUR SEXUALITY DURING YOUR ADOLESCENT YEARS.

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____



WRITE DOWN THREE THINGS YOU WANT YOUR TEENS TO KNOW ABOUT YOUR BELIEFS ABOUT SEX.

1. _____

_____

2. _____

_____

3. _____

_____

WRITE DOWN THREE THINGS YOU WANT TO TELL YOUR TEENS ABOUT HOW YOU THINK THEY SHOULD HANDLE THEIR SEXUAL BEHAVIOR.

1. _____

_____

2. _____

_____

3. _____

_____

SEX AND TEENAGERS

IT IS HARD FOR TEENAGERS TO MAKE DECISIONS ABOUT SEX WHEN SEX IS BROADCAST TO TEENS EVERYDAY FROM MOVIES, TV, BOOKS, MAGAZINES, RADIO AND FRIENDS. SOME PARENTS ACTUALLY EXPECT THEIR TEENS TO BE SEXUALLY ACTIVE. THIS CAN BE CONFUSING TO TEENAGERS. THEY NEED TO KNOW IT IS OK TO SAY "NO" TO SEX.

EVERY TEENAGER HAS SEXUAL FEELINGS AND MUST DECIDE WHAT TO DO ABOUT THEM. EACH PERSON HAS SEXUAL CHOICES TO MAKE. TEENAGERS ARE IN CONTROL OF SEX JUST AS THEY ARE IN CONTROL OF ANY OTHER SITUATION OR BEHAVIOR. SEX DOESN'T CONTROL TEENS.

LIKE ALL BEHAVIOR, SEX HAS A PURPOSE. ONE PURPOSE OF HAVING SEX IS CLEAR -- PLEASURE. ANOTHER PURPOSE IS TO EXPERIENCE AND EXPRESS LOVE AND AFFECTION. BUT, TEENAGERS CAN USE THEIR SEXUALITY FOR OTHER GOALS, SUCH AS TO REBEL AGAINST STRICT PARENTS OR TO HAVE THEIR FRIENDS ACCEPT THEM.

TEENAGERS MUST KNOW AND UNDERSTAND THE CONSEQUENCES OF SEXUAL BEHAVIOR. THESE CONSEQUENCES CAN INCLUDE VD OR PREGNANCY. IT WOULD BE VERY HELPFUL TO DISCUSS THESE THINGS WITH YOUR TEENAGERS.

HERE ARE SOME GENERAL GUIDELINES ABOUT THE KINDS OF QUESTIONS YOUR CHILD MAY ASK YOU.

AGES 5 TO 9 -- USUALLY WANT SHORT ANSWERS. THEIR QUESTIONS ARE OFTEN ABOUT ANATOMY -- HOW BODIES WORK AND WHY. NO NEED TO GET INTO LONG TALKS ABOUT WHAT IS RIGHT OR WRONG.

AGES 9 TO 13 -- ARE A LITTLE LIKE NEWSPAPER REPORTERS. THEY WANT TO KNOW EVERYTHING: WHO, WHAT, WHERE, WHEN, HOW AND --MOST IMPORTANTLY-- WHY. THIS GROUP IS MAYBE THE ONE MOST LIKELY TO ASK YOU SOMETHING YOU CAN'T ANSWER. WHEN THAT HAPPENS, BE HONEST. ADMIT YOU DON'T KNOW AND THEN GO LOOK IT UP YOURSELF OR TOGETHER.

AGES 14 TO 19 -- SHOULD GET YOUR MOST SENSITIVE ANSWERS. MOST KNOW A LITTLE; SOME KNOW A LOT; BUT FEW WILL ADMIT IT EITHER WAY, ESPECIALLY TO THEIR PARENTS. USUALLY THEY WANT TO KNOW HOW PEOPLE BEHAVE IN SEX, ABOUT BIRTH CONTROL, ABOUT RELATIONSHIPS, AND ABOUT LOVE.

WHAT HAVE YOUR CHILDREN ASKED YOU ABOUT SEX?

WHAT DO YOU THINK YOUR CHILDREN SHOULD KNOW ABOUT SEX?

PARENTS CAN HELP TEENAGERS HAVE HEALTHY ATTITUDES ABOUT SEXUALITY

OUR TEENAGERS ATTITUDES ABOUT THEIR SEXUALITY ARE AFFECTED BY WHAT WE SAY AND DO. HERE ARE SOME USEFUL WAYS PARENTS CAN HELP ADOLESCENTS DEVELOP HEALTHY ATTITUDES ABOUT SEXUALITY.

1. BE A GOOD ROLE MODEL. PRACTICE WHAT YOU PREACH ABOUT CARING, RESPONSIBILITY, INTIMACY AND HONESTY.

2. HELP YOUR CHILD UNDERSTAND CHANGES IN HIS OR HER BODY AND ANSWER THE QUESTION, "AM I NORMAL?"

3. ANSWER QUESTIONS THEY ASK AS HONESTLY AS YOU CAN. HELP THEM FIND AN ANSWER TO THEIR QUESTIONS THAT YOU MAY NOT KNOW.

4. TALK TO YOUR TEENAGERS ABOUT YOUR ATTITUDES AND VALUES AND WHY YOU BELIEVE IN THEM. DON'T LECTURE OR DEMAND THAT THEY ACCEPT YOUR BELIEFS. BE OPEN TO DISCUSSING THEIR QUESTIONS ABOUT YOUR ATTITUDES.

5. SET REALISTIC LIMITS FOR YOUR TEENAGERS. KNOW THAT YOU DO NOT HAVE CONTROL OVER ALL THE DECISIONS THEY MAKE. A LIMIT MIGHT BE, "YOU CAN NOT TO GO PARTIES WHERE THERE ARE NO ADULTS OR WHERE I HAVE NOT TALKED TO THE PARENT."

6. HELP YOUR TEENAGER UNDERSTAND THE MESSAGES THAT OTHERS GET BY CERTAIN BEHAVIORS, DRESS AND SPEECH. THIS CAN BE VERY DIFFICULT TO DO WITHOUT PREACHING OR HAVING YOUR TEENAGER TELL YOU, "YOU JUST DON'T KNOW WHAT IT'S LIKE THESE DAYS!" YOU MAY WANT TO USE PICTURES, STORIES, OLDER BROTHERS OR SISTERS, OR OTHER ADULTS THAT YOUR TEENAGER LIKES AND RESPECTS WHO CAN TALK TO THEM ABOUT THE SEXUAL MESSAGES GIVEN BY DRESS AND BEHAVIOR.

7. HELP YOUR TEENAGER UNDERSTAND THE RESPONSIBILITIES THAT GO ALONG WITH SEXUAL BEHAVIOR.

YOUR SON OR DAUGHTER MAY WANT OR NEED TO TALK WITH YOU ABOUT SEXUAL MATTERS IF HE OR SHE:

1. TELLS YOU THIRD-PERSON STORIES ABOUT "A FRIEND AT SCHOOL..."

2. ASKS QUESTIONS LIKE "WHAT WOULD YOU DO IF....?"

3. SEEMS TROUBLED OR WONDERING ABOUT SOMETHING SEXUAL HE OR SHE HAS READ OR SEEN ON TV OR IN MOVIES.

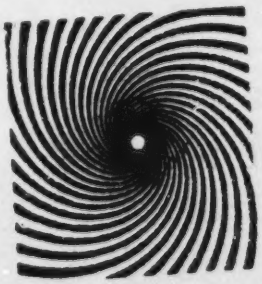
4. LEAVES SEXUAL MAGAZINES OR OTHER CLUES AROUND FOR YOU TO FIND.

5. ASKS YOU ABOUT YOU ADOLESCENT DATING OR SEXUAL BEHAVIOR

6. HAS A CLOSE, PHYSICAL TOUCHING RELATIONSHIP WITH A BOYFRIEND OR GIRLFRIEND.

7. DOESN'T ASK QUESTIONS ABOUT BODILY CHANGES SUCH AS MENSTRUATION, BREAST DEVELOPMENT, PUBIC HAIR, ERECTIONS, WET DREAMS, ETC..

WHAT OTHER CLUES HAVE YOUR CHILDREN GIVEN YOU?



**** THINGS TO DO AT HOME ****

HERE ARE SOME THINGS I DID THIS WEEK THAT WERE HELPFUL AS A PARENT.

HERE IS WHAT I WOULD LIKE TO WORK ON THIS WEEK.

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

JUN 22 1984